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By S. HARTZ RASMUSSEN

The League of Nations Library During the War

Mr. Rasmussen formerly was head of the Geographical Department of the League of Nations Library at Geneva and now is librarian of the Economic, Financial, and Transit Department of the League at Princeton, N.J. He tells an intimate story of the fortunes of the League library, abroad and in America.

THE BALANCE SHEET of the First World War appears in the light of ulterior events to contain tragically little to the credit of human intelligence and foresight. But one of its merits was undoubtedly to focus attention on the interdependence of states and make a large number of governments take the first hesitant steps along a road which we now realize must be followed courageously if civilization is to survive. Twenty years of organized world-wide effort to implement this dawning realization created a vast body of experience, theory, law, and literature on international affairs, most of it directly or indirectly connected with the League of Nations. Geneva became, during the inter-war period, the mecca of politicians, government experts, journalists, scholars, and students in a great variety of fields. And out of the documentation required for the study and execution of the numerous tasks entrusted to the League grew a library unique in character and well-adapted to its purpose. By a generous grant from John D. Rocke-

feller, Jr., it became possible to extend the library's collections still further and from 1936 to accommodate it in a building which greatly increased its usefulness to the world at large.

Open to any serious student, the League library was sought by increasing numbers who came from distant countries to use its rich source material. It soon became obvious to everybody who worked there that the library corresponded to a need inherent in the trends of modern history—a need that many large European libraries were quite unable to fill.

Political events which during the latter part of the thirties adversely influenced the work of the League were not reflected in any lessening of the activity of the library. On the contrary, the demands on its services constantly increased during this troubled period and it was only shortly before the outbreak of hostilities, and more particularly after May 1940, that the library and its staff were drastically affected.

The harmonious development through which the League library passed up to 1939 would undoubtedly have been continued under normal conditions and increasingly the library would have been of benefit to research work carried out in other parts of the world. But shadows of the approaching war began to fall on the library. The political situation, which had passed from bad to worse, was clearly

moving apace towards a world-wide conflagration. Crowds of refugees were streaming into Switzerland, and several refugee scholars were already among the familiar faces in the reading rooms. In the spring and summer of 1939 the number of students from foreign countries dropped considerably, and several of those who arrived soon departed with their work unfinished in order to reach safety before the storm broke.

Under War Conditions

Then came the declaration of war, and a new situation arose. Much of the material contained in the library was naturally of interest in connection with the conduct of military operations. In fact the League library would have been of appreciable interest for military intelligence services if they could have used it at their will. Being part of an international organization to which governments on a considerable scale had furnished official documentation on their respective countries for the promotion of international collaboration and peace, it was evident that measures had to be taken to prevent the library's use for the inverse purposes. Before the outbreak of actual hostilities this had of course not been overlooked by the administration, but abuse in the above sense would for obvious reasons have been impossible to prevent before a state of war existed. All library cards were now canceled and readers obliged to apply for new ones if they desired to continue their studies in the library. A restricted number of cards were subsequently issued with what in the circumstances were considered the necessary precautions, and the staff of the library was asked to bear in mind the possibility of abuse in replying to questions

and in furnishing aid and documentation to readers who did not belong to the League secretariat.

In the period from September 1939 to May 1940 the current work of the library functioned with only slight changes. A few members of the library staff had their contracts terminated as part of the overall reduction of personnel which occurred in the course of 1939, but the library's work was not curtailed in any essential respect. Communications with the outside world were still largely intact and, although restrictions were imposed by the belligerents on divulgence of information and on the export of various types of documents, the flow of printed material to the library was on the whole well-maintained.

Reduction of Staff

In the middle of May 1940, when the German army was penetrating the Low Countries and France and a catastrophe appeared impending with rumored German troop concentrations on the northern and eastern borders of Switzerland, emergency regulations affecting the entire secretariat were brought into play. A large majority of the officials were given the choice between suspension of their contracts or resignation—with compensation in both cases. A relatively small nucleus of officials was retained, who were to follow instructions issued subsequently.

The measures taken in May 1940 should be considered in the light of the fact that a sudden German invasion of Switzerland was entirely inside the realm of possibilities. The extent to which the League library was affected becomes thus more easily understandable. Of its total staff of twenty-four only two persons, of whom one was the chief librarian, were

not requested to resign or accept a suspension of contract. Those who accepted suspension were, however, allowed to continue work provisionally but on a very short-term basis. That the great majority tendered their resignation was natural under the circumstances. Not only did financial arrangements favor such solution in most cases but with military events already projecting ulterior developments and with their livelihood menaced, several persons on the library staff desired to reach England or North America before all roads to the free world eventually might be closed. It should be added that the loyalty of the officials toward the library and the secretariat was at no point involved in the decisions to be taken. The instructions received removed any doubt on this point.

Of those who faced the choice only three French girls chose to continue their work on suspended contracts. The fact that their own country at the moment was rapidly being turned into a battlefield probably prompted this decision in no small degree. While the termination of work for the other officials was effective immediately, it would be appropriate to mention that several of them returned to their work the days following their resignation in order to leave their offices and departments in complete order. This at a moment when preparations for a possible immediate departure were more than a full day's job and the apprehension of being caught in an invasion lent itself to more than academic contemplation.

Change of Policies

By these drastic measures the working force of the library was reduced from twenty-four persons of eleven national-

ities to five persons of whom four were French and one an ex-Austrian. These circumstances, together with the imposition of the strictest economies in all fields, made a complete overhaul of the library's policies an immediate necessity. From May 15 to July 1 the library was closed to the public and arrangements were made to adapt its activities to what was considered feasible with the small staff which remained and the severe budgetary restrictions which had been imposed. While considerable economies had already been enacted during the first five months of the year, expenditure during the last seven months of 1940 was actually reduced to between a third and a fourth of that for the same period of 1939. Salaries of the departing staff counted naturally for a large part of this reduction but expenditure on books and periodicals was also severely cut. Subscriptions to 234 periodicals were canceled and the acquisition of books by purchase was curtailed to an absolute minimum. Also the periodical and other publications published regularly by the library were immediately suspended.

When the library again opened its doors in July, the reduction of personnel and economies of heating, lighting, etc., had necessitated the closing of all reading rooms and the concentration of the services on part of a single floor. Access to the library for persons not belonging to the secretariat had become further restricted. The general public was in principle no longer admitted, and only seventy-three authorizations to consult the collections were granted in the last half of 1940. These authorizations were mainly issued to representatives of governments and of international organizations and to a few professors and lawyers. In

place of the reading rooms two or three empty offices were made available, where the desired documentation was arranged and study could take place without supervision.

Difficulties To Be Faced

It goes without saying that the services which the library under the circumstances was able to render the League secretariat, which by 1941 had been reduced to between a sixth and a seventh of its 1939 strength, were very much curtailed and that difficulties of all sorts had to be faced. The handling of the thousands of documents which fortunately still continued to arrive from most governments constituted also a problem. As there was no possibility of cataloging these publications properly, it was decided provisionally to shelflist them and enter one main card in the catalog for each, postponing their adequate treatment to a moment when sufficient personnel could be employed. A still more important problem was, however, to be found in the fact that several governments soon ceased to send their publications altogether or in part (presumably on account of the hazards involved in transportation and in order to prevent important documents from falling into enemy hands in transit) and that bibliographic information on what was being published in a number of countries steadily became more difficult to obtain.

In the long run this situation would undoubtedly have affected the future standards of the library's collections most seriously if some means of counteracting it had not been found. The League library, which was ideally situated for acquiring the documentation obtainable from the European continent, was, vis-à-vis the rest of the world, in much the

same situation as American libraries vis-à-vis Europe. In order to prevent unnecessary gaps in its sets of periodicals, annuals, etc., especially government documents, a request was addressed by the League library to extra-European governments and institutions which had ceased to send their publications, asking them to store this material until circumstances later would permit its transfer to Geneva. The extent to which we may presume that such a request is being followed varies from one country to another. The probability is that countries where stocks of public documents rapidly become exhausted and that governments which possess a complicated and decentralized organization for printing, exchange, and distribution, will fail to respond in a satisfactory manner. Some, perhaps, in the rush of war activities may take no action at all in the matter. The vast changes which have occurred in the field of publications during the last few years would also in part remain uncovered by this arrangement. As we shall see later, developments inside the secretariat helped to offset this disadvantage in no small measure.

Acquisitions

The purchases made by the library since May 1940 have been aimed at safeguarding, as far as possible, the library's future position as an international center of documentation. The main principles followed have been, on the one hand, to acquire all essential material which supposedly might not be available after the war on account of the restricted number of copies in which publications in many countries are now being issued; and, on the other, to effect the library's economies on publications which are likely to

be procurable on the market for some time to come. By following this policy the library has been able to acquire many publications which will be hard to locate elsewhere after the end of hostilities and perhaps impossible to buy. But the policy has, of course, also had the effect of interrupting, at least temporarily, many of the library's serial and periodical publications, particularly in the general, technical, health, and social fields. There is some prospect, however, that these gaps may later be filled. As regards reference books, purchase was limited to what was considered absolutely indispensable and expensive works available in the Geneva University Library were not duplicated in the League library. Also the binding had to be reduced to a minimum standard of quality and was limited to a restricted number of volumes per year.

In 1941 the chief librarian departed and Monsieur Henri Vigier, political counselor in the secretariat, was charged with the administration of the library as one of his duties. It now became possible to re-engage on a temporary basis two of the library's former officials who had remained in Geneva and also to resume publication of the *Monthly List of Selected Articles*, which had been suspended in 1940. The gap which existed between its last issue and the date of resumption was subsequently filled. As a large number of copies of this index previously had been used for exchange purposes, it filled for the library a strongly felt need in a period of heavy budgetary restrictions. Being probably the only international periodical index at present published on the European continent, it possesses considerable interest. Although the number of periodicals indexed has naturally been reduced, it still

comprises several hundreds.

With its funds for acquisition of publications cut in 1940 to less than half of 1939 expenditure, and in 1941 and 1942 to less than a fourth, the library nevertheless had an accession of about 8000 volumes and 1350 periodicals in 1941 and about 4600 volumes and pamphlets and 1200 periodicals in 1942. During the three years 1940 to 1942 three fourths of the expenditure for acquisitions were spent for keeping the most essential periodical sets intact. Attempts were also made to develop the library's exchange relations, which had suffered by the sudden reduction of the League's publication activities. But with Switzerland situated as an island in an Axis-occupied Europe and communications becoming increasingly hampered, the situation as regards the library's documentation from the extra-European world was gradually growing worse.

It has been mentioned above that developments inside the secretariat helped to compensate this situation, which had become particularly serious after the occupation of the entire French metropolitan territory in the autumn of 1942. When the maintenance of satisfactory communications with the outside world in the summer of 1940 had entered a precarious stage for the conduct of many of the League's technical activities, the major part of the Economic, Financial, and Transit Department, including its director, was sent on mission to Princeton, N.J., there to continue its work on world economic problems. A joint invitation from three American academic bodies, i.e., Princeton University, the Rockefeller Institute for Medical Research, and the Institute for Advanced Study, made this practicable. On its arrival the mission

took up quarters in the Institute for Advanced Study, where offices and other facilities were put at its disposal. Only a few key documents were brought over and no librarian accompanied the mission. An estimate of working possibilities as far as documentation was concerned could obviously not be made in any detail before the mission's arrival, and the task of organizing this part of the work was left to arrangements to be made on the spot. When the mission settled down to work the necessity of obtaining a librarian who was familiar with the League's work, international documentation, and the League's library practices became obvious.

The Librarian's Task

On his arrival in the United States in January 1941, the writer was therefore entrusted with this end of the mission's work. The immediate object of his duties was to provide and organize the documents and other publications required for the work of the department. This had to be done as rapidly as possible, with a minimum of personnel and expense and, it may be added, in circumstances where the absence of sufficient physical equipment, room, and professional assistance was a constant worry. In spite of the many obstacles, however, the task was carried out, and at the present moment the library has an annual accession of over three thousand volumes and pamphlets, receives between six and seven hundred periodicals regularly, and circulates over eight hundred to the department, while its interlibrary loans amount to several thousands per annum.

In view of the fact that this work has had to be carried out by a library personnel of only two persons, who are also

charged with a considerable amount of reference work and bibliographic research and have to carry on a voluminous correspondence with government departments and institutions all over the world, it may be understood that resort to short-cuts in several of the technical processes has been inevitable. It has thus not been possible to catalog more than part of the collections, and the library's efficiency naturally depends to a larger extent on the knowledge of its personnel than would be the case in normal circumstances.

As for documentation, the department's work could scarcely have been carried on without the close collaboration of other libraries, on whose resources the League of Nations library branch has been able to draw heavily. Arrangements for extensive interlibrary loans from Princeton University Library, situated about two miles from the Institute for Advanced Study, have been functioning since the first months of 1941 and have been of invaluable assistance. The numerous volumes borrowed from that library as well as from other large libraries in the United States have also made it possible to avoid purchases which would duplicate material already found in the League's library in Geneva; it has further prevented the increase of collections far beyond the physical capacity of the available premises.

Similar advantages have been obtained from the mission's direct access to the Library of the Institute for Advanced Study, of whose periodicals the League library branch circulates many to the members of the department. In addition the institute has generously acquired a number of publications which were needed for constant use, the acquisition of which

by the League library branch would have entailed duplication of the Geneva collections.

Although interlibrary loans from Princeton University Library and a few other large libraries have been a one-way traffic, the League library branch has on several occasions lent publications to government agencies and libraries when the material was not otherwise available in this country. A number of persons have also visited the library to study specific documentation which could not be had in Washington and New York.

The policy followed in regard to acquisitions at the Princeton branch has primarily been governed by the needs of the department. While the mission at Princeton deals particularly with the extra-European world and the staff in Geneva concentrates on developments on the European continent, a similar division of work, though more as a matter of emphasis than of distinction, has developed for the two libraries. The state of postal communications has naturally been decisive for the areas from which documents have been obtainable here and in Europe but, although duplications have been inevitable, the two collections are, according to available information, largely complementary.

Cooperating with Library in Geneva

From the time of the planning of the library branch in Princeton attention has been paid to the desirability of coordinating acquisitions with those of the League library in Geneva. With the future in mind lists of non-European publications which no longer arrived in Geneva were requested and obtained in the spring of 1941. Other lists followed, and it became possible to acquire here a consider-

able number of such documents which presumably will prove unobtainable at a later stage. Although sinkings, delays in transportation, and changes in postal communications as well as in the decisions of governments concerning dispatch of their publications to Geneva made this correlation difficult and imperfect, great advantage has definitely been derived from the different geographical situations of the two libraries during the war and many irretrievable gaps in their combined collections have been avoided.

Until the end of hostilities in the European theatre it will not be possible to form a complete picture of the damage which the war has indirectly caused to the documentation of the League of Nations Library. As regards European material published during the war period, the Geneva library is no doubt in its fields—in spite of its restricted budget—in a far better position than any library in this hemisphere and ranks probably very high among European libraries. It should not be forgotten that very few large libraries in Europe have been able to function on a normal basis since 1940 and that, with a few German exceptions, no other library on the continent is likely to possess so substantial and representative collections of the more interesting material which has appeared during the last three or four years. What will happen, or perhaps already has happened, to the few German libraries referred to, which are nearly all situated in cities subject to intense aerial bombardment, may be left to the speculations of those familiar with the rising tide of air warfare.

The Geneva library's extra-European collections for the war period have on the other hand been considerably dented but

presumably only temporarily. When at the end of the war in Europe the collections of the Princeton branch and the deposits constituted in a good many countries are transferred to Geneva, it is a reasonable assumption that the League library will ultimately turn out to have survived the crisis with few scars. The drastic reductions of budget and personnel that have obtained since the middle

of 1940 will make much technical work and many acquisitions necessary if the library is to reach as high a standard for its wartime material as for its prewar material. But the fact that its deficiencies will be mainly in overseas publications, which should still be obtainable at a later stage, should enable it to recover rapidly and play its proper part in the postwar world.

An Analysis of Library Duties

TO LIBRARIANS concerned with the study of activities, an item which appeared in the October 1943 number of the *Bulletin of the Medical Library Association* may be of interest. It is entitled "Work Analysis of Functions and Duties of the Medical Library Staff" and was prepared by Jennie R. Greenbaum, head of the Florsheim Memorial Library

at the Michael Reese Hospital in Chicago. The various functions the article lists are classified according to the qualifications required to perform them. An incidental value of the statement is suggested by the fact that it was drawn up to familiarize a superior officer with the way the members of the staff used their time and with the reasons for augmenting that staff.

The Effect of the War on the Loan and Shelf Division of the University of California Library

Miss Steedman is acting chief of the Loan and Shelf Division of the General Library of the University of California.

THE WAR has brought many changes to the University of California, changes which are reflected by the library in new problems and added functions. The loan and shelf division of the general library, including the main loan desk, the reserved book room, and the rental service, has felt these changes in a number of ways.

The first and most striking effect is the drop in circulation. In our last normal year, 1939-40, the circulation at the service desks was 1,151,591. In the year ending June 1943, the figures had dropped over 50 per cent to 513,621. From all indications the current year will show an even greater decline in spite of the present three-term system of instruction, which necessitates running the library on full schedule for the entire year. This drop in circulation may be attributed not only to the decrease in registration from 16,228 in the fall of 1939 to approximately 9000, including Army students, in the fall of 1943, but also to several other factors. There has been a change in emphasis, due to the war, from the liberal arts courses, with long reading lists and term papers, to scientific and technical courses, which use a text and a laboratory manual. Al-

though the Army and Navy boys do use the library for supplementary reading, they have been supplied with most necessary books by the government. Furthermore, the Army Specialized Training Units are kept too busy with their own intensive programs to do a great deal of collateral or general interest reading. In addition to these factors, we have received the impression that the majority of regular students are not interested in studying. This is a trend difficult to illustrate with concrete examples, but it is a feeling shared not only by the members of our staff but also by various members of the faculty and may be attributed to the feeling of uncertainty due to the war which is so prevalent in all aspects of present-day life.

One would imagine from this decrease in circulation that the loan and shelf division would be relaxing after its former activity and that a personnel problem would not exist. Such is not the case. In the first place, the budget was cut sharply this year, curtailing the amount of student help we have been able to hire. It is not only in amount but especially in quality and experience of help that we have suffered. The division formerly used college boys for all paging and shelving. The boys used to remain for several years, so that we always had a

working nucleus of experienced help who could carry many of the routine tasks of the division. Our last old boy, classified 4F and attending law school, had been with us since 1938. When he left early in February of this year, our last link with the old regime ended. We now use college girls for the tasks formerly handled by boys and, although we have a few who are careful, accurate, loyal, and dependable, most of them lack a sense of responsibility and must be supervised constantly. Furthermore, they are not physically able to do the work that boys tackled with vigor. Paging for more than two hours at a time, shelving, and moving heavy trucks of books is too difficult and tiring for the average girl, and we find that it requires almost twice the number of girls to produce the amount of work turned out by boys. In view of the fact that the starting rate of pay is fifty cents an hour compared with forty cents an hour paid formerly, one can see results are not commensurate with expenditure.

Staff Turnover

Our greatest personnel problem, however, is turnover. We try to keep a staff for the main loan desk and reserved book room of about fifty-five student assistants. We have hired sixty-six students since June 1943, but during that same period eighty-six left, including forty of the sixty-six hired in that time. We have ten "old hands" on the staff who have been with us as long as a year; we used to consider it took at least a year to train a good page, and the more responsible positions, such as desk attendant, were not assigned to students without two or three years of experience. This lack of experienced student assistants has resulted

in the professional members of the staff taking over much of the minor supervisory work formerly carried by boys with from three to five years' experience in the division. Not only that, but the professional assistants have not been too proud to do some paging and shelving themselves on those occasions, such as vacation week, when students can be neither bribed nor begged to work.

Nor does our trouble cease with student assistants. For the year ending in June 1943, we had five full-time clerical positions in the division, two in the reserved book room and three at the loan desk. In order to fill those five positions last year, fourteen people were engaged, but there were thirteen resignations; so far this year five have been engaged and six have resigned. We are just holding our own, but the loss of time and energy spent in training new assistants has been great.

Crowded Stacks

Another result of wartime conditions shows in the overcrowded state of the stack. Although there is a vacant area in the center of the stack-block which is to be filled in with steel stack, this work cannot be done under present conditions. Meanwhile, nothing halts the output of the catalog department, and the present stack has reached the saturation point. Partly in an attempt to relieve stack congestion and partly to protect irreplaceable sets from possible bomb damage, some twenty-three thousand volumes of little-used sets in runs before 1900 were moved to the basement of the administration building. This material is available for use if we have twenty-four-hour notice. This shift relieved the tense situation momentarily, but the space acquired has

now been filled by new acquisitions. Furthermore, removal of this material meant shifting the entire contents of the stack, work which had to be done by girls. It proved to be entirely too heavy for them and will not be attempted again except in case of dire necessity.

The bound newspaper shelves have been badly overcrowded for the past two years. Space on the third floor of California Hall has been allotted to the library, and ways and means are now being considered of transferring material there in order to provide additional newspaper space in the stack. Since there is no elevator in California Hall, any shift will have to be made entirely by hand. The material must be carried to California Hall and up the stairs in lug boxes. The physical problems are tremendous and will require study and ingenuity to solve.

In contrast to the drop in circulation over the desk is the increase in several other types of service. War has had a noticeable influence on the number and kind of special borrower's privilege cards taken out. Many more industrial firms in the San Francisco Bay area have taken out borrower's cards than ever before, and most of these firms make extensive use of the library facilities. Local branches of government agencies such as the Office of War Information, Army Map Service, Alameda Naval Air Station, and many others descended on us in a flood soon after Pearl Harbor, requesting library privileges. Many special procedures in handling these cases had to be worked out since each agency presented an individual problem. It is interesting to note that after about two years of intensive use of the library by these agencies, during the last few months demand for material has fallen off markedly.

Interlibrary Loans

It is also interesting to note the effect of the war on interlibrary loans. We have done much borrowing from other libraries for members of our faculty and for the staff of the radiation laboratory. In 1942-43 we borrowed 822 volumes as compared with 735 during the preceding year. The number of books borrowed from us by other institutions has remained about the same in number, 2400 last year as compared with 2500 the year before, but the type of books wanted shows the influence of the war. The trend is away from literature and history and toward concentration on scientific items, with special interest shown in Russian periodicals and books. In addition to the usual loans to university and public libraries, we are lending more and more to libraries of industrial firms, Army camp libraries, and government agencies all over the country. The Japanese resettlement centers have asked for many books, and several shipments have been sent to the camps for the use of the Evacuation and Resettlement Survey. The Topaz Relocation Center in Utah has borrowed books on everything from "How to play chess" to "How to build a sewage system." In addition to much regular interlibrary loan material, we have sent about three hundred volumes, other copies or editions of which are available on the campus, on a permanent or "duration" loan to a large government research project in New Mexico.

In addition to the interlibrary loans, our work for microfilm and photostat orders handled through the librarian's office has increased many times over. We check and collect the references on requests sent out to us from the office; the increase during the past year and a half

has been staggering. The outstanding feature of this work is the tremendous increase in reproductions made for industrial firms engaged in war work and for government agencies.

Reserved Book Room

In the reserved book room the drop in circulation has been most marked, amounting to about 75 per cent since 1940. This may be attributed to the change in emphasis from cultural courses with long reading lists to those requiring more factual or scientific material. Then, too, supplementary reading is much more easily obtainable for two-week use through the loan desk than formerly. However, additional tasks have been assumed: administration of Navy R.O.T.C. books, about three hundred volumes; of books on the Far East for the A.S.T.U.; and of a sizeable collection of supplemental reading for other A.S.T.U. courses.

It is interesting to note that the rental service has shown the smallest circulation drop of any unit of the division. This is probably due to the facts that most students seem to have more money to spend than formerly and that more of them are working on part-time jobs and find they have much less time to read in the library. Since the demand for additional copies of titles on collateral reading lists has dropped off and few new items are being added by instructors, rental service has

spent little during the past eighteen months on new acquisitions. The sum accumulated during this period will provide a backlog to cushion the shock of heavy purchases which will undoubtedly have to be made after the war.

The library extension service, which provided books on a rental basis to extension division students, was discontinued last October. The collection used for this purpose is being gradually transferred to the Associated Students Store, which will continue to send books to extension students but on a purchase rather than a rental basis. The reasons for discontinuance were primarily the difficulties of administration and the failure of the service to pay its own way. Many books had to be written off as losses because of the impossibility of tracing the many extension students called into the armed forces. We feel that the Associated Students Store will handle the whole problem with results more satisfactory to all concerned.

In spite of a reduced budget, personnel difficulties, and an increase in some services, we have been doing our best to keep the division functioning in a normal and efficient manner, doing what we can to provide the government agencies, industrial firms working on war contracts, members of our faculty, and our students with the best service possible under present conditions.

By LUCY E. FAY

Some College Library Investigations at Columbia University

Until her retirement in 1942 Miss Fay was associate professor of library service at Columbia University. The series of studies she describes in this article are further illustrated in the present number by the condensed versions of essays by Maurice H. Smith and Rea J. Steele.

IN PLANNING INVESTIGATIONS in the college library field when the master of science curriculum was begun in the School of Library Service in 1928, consideration was given to the various aspects of college libraries that needed study, to subjects that could be encompassed by students in their year of graduate study, and to subjects that would offer different types of research techniques for the students' training and experience.

Some sixty or more studies were made in the fields of organization and administration, budgets, staff activities, student assistants, history of libraries, book collections in relation to the teaching program of the college, periodical holdings in various subject fields in relation to the curriculum, the book-reviewing adequacy of subject journals for book selection in college libraries, library reports as source material, students' reading and reading interests, and so forth.

Book Collections in Relation to Curricula

It may be of interest to college librarians to know the results of two series of these investigations, both series being con-

cerned with distinct aspects of book selection. The first series of nineteen essays comprised studies of the adequacy of book collections, as they existed, in relation to the educational programs of the colleges and covered the subjects of: science in general, zoology, American history, English history, fine arts, anthropology, economics, religion, Spanish, philosophy, French literature of the seventeenth century, general books in the literature of agriculture, social sciences in general, and sociology. The types of libraries covered were state teachers colleges in Nebraska, New York, Texas, and West Virginia; liberal arts colleges; junior colleges; land-grant colleges; Catholic colleges; and one foreign institution, the University of Oslo.¹

The results of this series of essays as a whole have shown that book selection has been far from systematically done in every type of college library; that the selection process has shown limited cooperation of faculty and library staff; that the objectives of supplying printed materials for the furtherance of the educational program of the college have not been attained; and that selection routines and methods have been unsatisfactory if not altogether nonexistent.

Further investigation into the conditions, methods, and tools of book selec-

¹ A condensation of an essay belonging to this series, by Maurice H. Smith, appears on pages 217-27 of the present number of *College and Research Libraries*.

tion has been made in one particular study of the state teachers colleges of New York and in the series on book reviewing in subject journals described and summarized in this article.

Adequacy of Book Reviewing in Subject Journals

The series of nineteen essays described above, together with the results of two discussions outside the School of Library Service, led to studies on the adequacy of book reviewing in subject journals for college library book selection. One of the discussions was the recurrent criticism in the College and Reference Section of the A.L.A. of the lack of any satisfactory book selection aids, in the field of current titles, for college libraries; the expressed opinion that the *Booklist* did not suffice; and the agitation for a special current list for college libraries. This matter was discussed at several annual meetings; resolutions were passed; A.L.A. Headquarters took the idea under advisement; and the A.C.R.L. appointed a committee to find out, by the investigation of book reviewing in professional and subject journals, whether a new aid was really needed and, if so, to suggest the kind of list college librarians would find satisfactory.

The other discussion, outside the library field, was of even greater significance in determining the need of investigating book reviewing in subject journals. The American Historical Association's Committee on Planning Research published a report in 1932 entitled, "Historical Scholarship in America: Needs and Opportunities." This committee offered some questions to be answered by groups of specialists in ancient history, medieval history, modern European history, and

American history. Two of the questions were:

1. Are there any obvious shortcomings in our professional journals that might be corrected? Are our standards of book reviewing adequate?

2. Have we at the present time adequate facilities for keeping posted on recent publications, both periodical and in book form?

The various specialists expressed their opinions, and the committee summarized their answers:

A general criticism made of historical journals concerns the reviewing and bibliographical service. Too often reviews do not review the book. They dilate upon insignificant errors and thus give a misleading impression of the work under consideration. There is a general demand for more critical appraisal both of the scientific and literary merits of books. Without reducing the number of reviews, more emphasis and space should be given to important works. We suggest that the editors take steps to procure funds for the purchase of significant works which they cannot otherwise secure for review. We recommend that sessions at the meeting of the American Historical Association be occasionally devoted to the consideration of the art of book reviewing. (*Report*, p. 39-40)

With these three instigators—our own findings from the first series of nineteen studies, the college librarians' criticism of the lack of selection aids for college libraries, and the historians' indictment of their journals in regard to book reviewing—the second series of studies, concerned with another aspect of book selection, had impelling reasons for being undertaken. Furthermore, following the American Historical Association's report of 1932, there appeared in the *American Journal of Psychology* (v. 46, p. 508-11, July 1934) an account of a study of book reviews in psychological periodicals by

Richard S. Schultz and Helen Pallister. Their investigation of nine journals, *Journal of Abnormal and Social Psychology*, *American Journal of Psychology*, *Journal of Applied Psychology*, *Psychological Bulletin*, *Psychological Clinic*, *Psychoanalytic Review*, *Journal of Social Psychology*, *Journal of General Psychology*, and *Pedagogical Seminary*, for the year 1933 resulted in the following six conclusions:

This study shows in general that available facilities for book reviews are not being used to the fullest extent. A number of obvious defects appear in the present system of book reviewing. These are briefly as follows:

1. A small number of pages are given to book reviews in all but two journals: 51.6 per cent of the space utilized for book reviews is confined to the *American Journal of Psychology* and the *Psychological Bulletin*.

2. Most of the journals review few books. The *American Journal of Psychology* reviewed the largest number of books in 1933, amounting to 43.6 per cent of the total.

3. There is considerable delay in publication of reviews. Only 8.2 per cent of the books published in the English language are reviewed during the year of publication and 46.6 of the reviews do not appear until two years after publication.

4. Of the books reviewed 85.8 per cent were reviewed but once.

5. There are not many assiduous reviewers: 60.9 per cent of them were credited with only one book.

6. There is a question as to the professional competency of the reviewers. Only 42.2 per cent of the books were reviewed by full members of the American Psychological Association and over 15 per cent by nonmembers.

Value of Book Reviews in Subject Journals for College Library Book Selection

From 1937 to 1942 eleven studies in

the second series at the School of Library Service were completed, covering the subjects of chemistry, political science, modern language philology, ancient classics, engineering, foods and nutrition, biology, higher education, music, English and American literature, and economics. Other investigations, covering periodicals in history, philosophy, sociology, and general American Catholic periodicals, are in course of development, the one in philosophy now being nearly finished.

In general, the *purpose* of these investigations has been twofold: 1. To test the assumption of the American Historical Association committee that periodicals in the history field were not adequate in their reviewing features, by (a) extending investigations to cover many other subjects, (b) developing as objective methods as possible for such testing, and (c) evaluating the reviews for the particular purpose of book selection in college libraries; and 2. to make the evidence obtained available to college librarians.

This article endeavors to present a summary of the results of these studies. For full information, the librarian should consult the complete essays, which may be borrowed from Columbia University Library on interlibrary loan.

The *selection of journals* to investigate was the first step taken in all cases. That involved finding out which had regular book-reviewing sections, determining the limitation or nonlimitation to journals published in the U.S.A., ascertaining which journals were probably in most college libraries (by checking the *Union List of Serials*), and learning which journals were deemed best by specialists. The last was accomplished by checking such periodical lists as the Hilton list, used by the North Central Association for ac-

crediting purposes; the list of periodicals in the Shaw *List of Books for College Libraries*; and the Lyle and Trumper *Classified List of Periodicals for College Libraries*—all being selected lists based on the pooled opinions of college faculties and library staffs. For some studies such information was obtained by writing directly to various faculty specialists and librarians for opinions.

Basis of Evaluation

Before determining criteria for a basis of the *evaluation of reviews*, the literature on book reviewing was read and all elements considered essential to a satisfactory book review were listed. It is interesting to note that, of practically all sources consulted, Miss Haines' *Living with Books* covered all the elements of adequacy most satisfactorily. The consequence was that, in the main, criteria of evaluation in all these studies were based on Haines. The study of education journals used in addition the criteria noted in Maxwell's "Use of Score Cards in Evaluating Textbooks."

The number of criteria were generally ten: six for the factual content of the review—author, imprint, form, purpose, subject, physical characteristics—and four for the critical content—reliability, presentation, value, and comparison. The next step was preparing a rating scale to be used on the criteria. In all but two studies a six-point scale was used; in one, a five-point scale; and in the investigation of education journals, a score card, which developed a more refined measurement than did the rating scales.

For finding out other important facts, additional techniques were used. One of these facts was the determination of the time-lag between the date a book was published and the appearance of a review of

it. This was one of the time-consuming and really arduous steps in the studies, due to the fact that, if the evidence was to have any significance, it must show time-lag by months at least. In the case of books printed in the U.S.A. it meant checking every title with the copyright catalog in order to obtain the month of publication. Sometimes the *Publishers' Weekly* had to be checked for noncopyrighted material. For titles of English origin the *English Catalogue* and Whitaker's *Cumulative Booklist* were checked; for the books published in other countries, corresponding national bibliographies were checked.

An additional type of verifying was that required to establish the authority of the reviewer. In many instances neither biographical dictionaries, college catalogs, nor directories of professional societies would yield information. In the political science study it was necessary to get permission to consult and then go to the American Political Science Association's headquarters to check the card file of members of that organization.

Policies of Journals

One particularly interesting sort of information gathered in several of these studies had to do with the editorial policies of the journals under consideration. To get this required the sending of a letter, with a small number of questions arranged for easy answering, to each editor. Such questions as: Who selects the reviewer? What is the basis of selection (subject specialists not connected with the journal, members of the editorial staff, members of the university faculty)? Are voluntary reviews accepted? Is a time limit placed on the reception of the review for publication or is the review pub-

lished regardless of the time-lag? Is the reviewer given a space limitation? If so, approximately what space? What books are selected for reviewing? Has the journal a standard form for the bibliographical entry?

In the study of educational journals the score card developed by the investigator was sent for criticism to Miss Haines, Douglas Waples, W. W. Charters, C. V. Good, Carter Alexander, Louis S. Shores, Ethel M. Feagley, and Marion Emsley Hawes, and revised in the light of their comments. In some studies librarians also were asked to state to what extent the particular journals were used by them and by the members of their faculties for obtaining information about books for selection for the college library.

Summary

The titles in these two series of masters' essays are listed at the end of this article. Here is given a summary of the eleven finished studies and of the one nearly completed essay in that series which has to do with the book-reviewing adequacy of subject journals for book selection in college libraries:

Chemistry: (Bentley)

Journals investigated. Years 1930 and 1935. 513 reviews.

Journal of the American Chemical Society
Journal of Physical Chemistry
Journal of Chemical Education
Transactions of the Faraday Society

Conclusions reached:

1. Representation of the publications of all countries and particularly of the U.S.A., England, France, and Germany is satisfactory.

2. Journals are weak in promptness of review, ordinarily waiting three or four months after publication, or longer, before reviewing.

3. In critical and evaluative qualities the reviews are inadequate. Stronger in descriptive than in critical presentations. The librarian needs, particularly, more definite statements about accuracy, greater comparison with similar books, and considerably more information on the textual and physical qualities of the books and on the author's qualifications and the basis of his work.

Political Science: (Henry)

Journals investigated. Year 1935. 1294 reviews. Periodicals in the subject field.

American Political Science Review
Annals of the American Academy of Political and Social Science
Political Science Quarterly
Journal of Political Economy

General book-reviewing media:

Books (Herald-Tribune)
Nation
New Republic
New York Times Book Review
Saturday Review of Literature
Survey Graphic

Conclusions reached:

1. Only a small percentage of books reviewed represented foreign literature. Publications were largely confined to those of English-speaking countries.

2. Number of reviews was high. Professional journals slower in reviewing than were the nonprofessional ones.

3. Reviewing situation in political science periodicals is not satisfactory.

4. Authority of reviewer shows a high percentage in professional journals, and 31 per cent of nonprofessional periodical reviewers were members of a political science organization.

Modern Language Philology: (Boyce)

Journals investigated. Years 1937 and 1938. 784 reviews.

Journal of English and Germanic Philology
Modern Language Journal
Modern Language Notes
Modern Philology
Philological Quarterly

Conclusions reached:

1. In critical evaluation the reviews adequately meet the requirement for critical appraisal with three important exceptions: (1) no information about the author of the work; (2) little comparison with other similar works; (3) few facts about textual or physical make-up.

2. Median time-lag of eleven months between appearance of the works and the reviews, with range from one month to ten years, renders journals inadequate for current book selection. Two of the journals very inadequate in international range of reviewing.

3. Selection of reviewers is nonbiased; selection of books for review is limited to those sent by publishers and authors.

4. Lack of reviews of American and contemporary works indicates neglect in reviewing policy.

5. Pronounced prevalence of favorable reviews in all journals.

6. In the last analysis the reviews fulfill certain specific requirements of book selection but fail to meet total requirements to a sufficient degree to appraise them as adequate for book selection for college libraries.

Ancient Classics: (McAtee)

Journals investigated. Year 1937. 485 reviews.

American Journal of Philology
Classical Philology
Classical Review
Classical Weekly

Conclusions reached:

1. Reviews are eminently satisfactory in their treatment of form, subject and scope, purpose and extent; only slightly less adequate as regards comparison and author's basis of work and accuracy. Fairly good with respect to description of textual and physical characteristics and passable concerning comments on structure and expression. They are disappointing with regard to statement of qualifications of the author.

2. The time interval between publication of book and appearance of review is too great to allow the reviews to be of all the

aid they might be to college library book selection.

3. Very comprehensive in their inclusion of reviews of foreign publications. Language difficulties seem to form no impediment when there is question of reviewing a book which an editor judges will be of interest to the readers of his journal.

4. Proportion of unfavorable to favorable reviews is approximately 1-3. If these findings are representative, the classics reviewers can scarcely be considered excessively lenient.

5. Amount of duplication of reviews in the different journals is considerable, but more nearly simultaneous appearance of the reviews of the same books is desirable.

Engineering: (Whitford)

Journals investigated. Year 1936. 437 reviews.

Engineering (British)

Engineering News-Record (Civil engineering)

Mechanical Engineering (Mechanical engineering)

Electrical World (Electrical engineering)

Chemical and Metallurgical Engineering

Power Plant Engineering

Conclusions reached:

1. Information of a factual or descriptive character is usually given in these reviews, but critical or evaluative comment to the extent requisite in book selection is not given.

2. Greater promptness of reviews is evidenced in engineering journals than in chemistry or psychology. Space limitations seem to be the determining factor which causes a considerable portion of reviews to be spread over the course of a year after publication.

Foods and Nutrition: (Cullipher)

Journals investigated. Years 1935, 1936, and 1937. 101 reviews.

Journal of the American Dietetics Association

Journal of Home Economics

Nutrition Abstracts and Reviews

Journal of the American Medical Association

American Journal of Digestive Diseases
Quarterly Review of Biology

Conclusions reached:

1. These journals make an effort to secure and review outstanding books in the field.
2. Too few of the reviews are signed. Those that are, are written by specialists.
3. Books are reviewed with enough frequency for a book selector to get the opinion of more than one reviewer on many books.
4. Shortest interval between publication and review is two months.

Biology: (Doggett)

Journals investigated. Years, 1935-38. 769 reviews.

American Microscopical Society. *Transactions*

Ecology

Quarterly Review of Biology

Phytopathology

Yale Journal of Biology and Medicine

Conclusions reached: This study, which has attempted to evaluate the objective and subjective aspects of the reviews, finds some strong and some weak points.

1. Editors feel responsible for the assignment of the books to be reviewed.
2. Responsibility for the statements in the reviews may be found, as they are signed except in the *Quarterly Review of Biology*.
3. Reviewers are mostly specialists.
4. Analysis of contents of the reviews revealed meagre information about authorship, basis for subject matter of the book, and its purpose.
5. *Ecology* and *Phytopathology* had lengthy reviews; *Quarterly Review of Biology* had many but short reviews.

Higher Education: (Steele)²

Journals investigated. Year 1938. 285 reviews.

Association of American University Professors. *Bulletin*

² For an abbreviated form of Miss Steele's essay see pages 228-37 of this issue of *College and Research Libraries*.

Harvard Educational Review
Journal of Educational Research
Journal of Higher Education
Junior College Education

Conclusions reached: Reviews in the field of higher education furnish the librarian with sufficient bibliographical information and describe contents of books reviewed quite fully but leave much to be desired in evaluating the books for selection purposes. Of books reviewed only 10 per cent were reviewed more than once. Sixty-seven to 84 per cent of all signed reviews attempted to give an impartial estimate of the book by agreeing or disagreeing with the author's point of view; 10 to 29 per cent only of the same reviewers stated whether or not the book had the quality necessary to make it a permanent contribution. Another weak spot was in the field of comparison. Only 20 to 22 per cent of reviews compared a new book with other better-known titles. Score card evaluation reveals:

1. On the whole journals review recent material.
2. Full authority of reviewer is seldom given. In most instances only name of the person and institution with which connected were mentioned.
3. One of the weakest spots in manner and treatment of reviews was in lack of comparison with other titles.
4. Scope and form of book reviewed usually well-covered.
5. Reviews did not rate very high on information about author of books. Few reviewers mentioned author at all or when they did gave no information about him.
6. Reviews did not reveal to any great extent the originality or permanent value of the book.
7. Physical features, such as adequate index, documentation, appendices, and bibliographies, received little attention.
8. Trade information adequately given.
9. Usually the longer the review the higher it rated on the score card, although average rating for an individual review was only twenty-three out of a possible score of forty-one. The length varied, with all but two of the journals averaging over five hundred words for a single review.

Music: (Hawkins)

Journals investigated. Years 1935 and 1938. 312 reviews.

Etude

Music Educators Journal

Modern Music

Music and Letters

Saturday Review of Literature

Conclusions reached:

1. Subject and scope of book: sufficient information usually given.
2. Evaluative comment: not satisfactory.
3. Comparison with other books: almost entirely lacking.
4. Bibliographical information, including physical characteristics: needs more attention.
5. Primary details of author, title, and date: are with few exceptions given accurately.
6. Qualifications of both author and reviewer: might be considered more thoroughly with profit.
7. Fairly prompt reviewing, in comparison with other fields: 50 per cent of the titles reviewed within eight months; 22 per cent a year or more after publication.

English and American Literature: (Rogan)

Journals investigated. Year 1938. 174 reviews.

American Literature

Englische Studien

Etudes Anglaises

Review of English Studies

Conclusions reached:

1. Time-lag between publication of book and the review is none to thirty-nine months. Greatest number of reviews fall within the range of ten to twelve months.
2. From the standpoint of critical evaluation the reviews are not entirely adequate.
3. Very few books other than English and American are reviewed.
4. 42.48 per cent of the books published (as listed in the *Annual Bibliography of English Literature*, *American Bibliography in P.M.L.A.*, etc.) are not reviewed in these journals.

5. 50.79 per cent of the reviewers that were identified are members of university faculties.

6. Viewpoints of reviewers are: average rating, predominately favorable, 33.37 per cent; extremely favorable, 30.68 per cent; predominately unfavorable, 16.4 per cent; extremely unfavorable, 11.1 per cent; neutral, 8.46 per cent. It is apparent that favorable viewpoint is unduly stressed.

Economics: (Rogers)

Journals investigated. Years 1936 and 1938. 1188 reviews.

American Economic Review

Journal of Political Economy

Quarterly Journal of Economics

Economic Journal

Economics

Conclusions reached:

1. The book reviews give little information on several points important to the librarian:
 - a) The soundness and value of the economic thesis of the book.
 - b) Whether or not the book can safely be predicted to be a contribution of one kind or another to economic literature.
 - c) The possible uses of the book and by whom.
 - d) The background of the author and his authoritativeness.
 - e) The authoritativeness of the reviewer.
2. Most of the reviews appear within the year following the publication of the book reviewed. There is little opportunity of comparing reviews of titles, however, because most reviews are in only one journal, there is rather small duplication of reviews on same titles, and the journal ranking second in number of reviews included lags far behind in promptness of the reviews' appearance.
3. Neither of the two American journals studied which were indexed in the one review index examined made a good showing in the number of their reviews indexed.
4. Instructions are not given to the reviewers as a part of editorial policy except in minor instances, but an attempt is made by the journals to secure competent re-

viewers and to review only worth-while books.

5. Possibly a better and more objective way to check on the real adequacy of the reviews would be to pool the findings of a group of experts with a knowledge of economics, college curriculum needs, and college librarians' book selection needs, who have compared actual books with reviews.

6. Possibly needed improvements in reviewing could be attained if the needs of those concerned with book selection for the libraries of our colleges could be placed before the editorial boards of the reviewing journals.

Philosophy: (Maxfield)

Journals investigated. Year 1938. 564 reviews.

Ethics

Hibbert Journal

Journal of Philosophy

Mind

Philosophical Review

Conclusions reached (tentative, since work is still in progress):

1. Three journals, viz., *Ethics*, *Journal of Philosophy*, and *Philosophical Review*, are far ahead of the others as regards the number of satisfactory reviews; the difficulty with *Hibbert Journal* and *Mind* be-

ing partly the fewness of their reviews of any kind.

2. In spite of the many reviews it runs, *Philosophical Review* is inferior to *Ethics* and *Journal of Philosophy*, especially because its reviews are slow in appearing.

3. In all journals except *Philosophical Review* the majority of reviews are adequate, although not so by a large margin.

4. As a group, the reviews examined are stronger in description than in criticism, this being particularly true in *Philosophical Review*.

5. Slightly more than one half of all the reviews appeared within a year of the publication of the books and a little over one half of these could be judged as adequate.

6. Only in *Journal of Philosophy* and *Philosophical Review* was there any considerable representation of books not originating in England or America.

7. 84 per cent of the titles treated were reviewed only once.

8. Most of the reviewers were authorities, although minor specialists rather than major authorities stand out among the authors of adequate reviews.

9. The reviews rated as satisfactory tended to be favorable to the books dealt with; others were neither predominately favorable nor unfavorable.

10. Fairly successful book selection could be done from the journals studied.

List of Studies of Book Collections in Relation to Curricula

Baker, Frances N. "The Science Books in the Normal School Libraries in New York State." 1937.

Boughter, Vivian R. "Are the Book Resources in American History in the West Virginia Teachers Colleges Adequate?" 1936.

Collier, Amelia. "The Book Collection in English History for a College Library." 1930.

Dunn, Sister Helen. "A Minimum Basic List of Spanish Books for the Four-Year Liberal Arts College." 1940.

Falvey, Father. "A Survey of the Holdings in Philosophy of Representative

Catholic College Libraries, with an Authoritative List of Books in the Field." 1940.

Foster, Anna E. "Building a Book Collection in the Seventeenth Century for a College Library." 1930.

Hausdorfer, Walter. "The Problem of Selecting Books and Periodicals in Zoology." 1930.

Jenssen, Hans. "Building the Book Collection of the Institute of Economics at the University of Oslo." 1937.

Lancaster, Lucy Lee. "Do the Libraries of Land-Grant Colleges Provide a Representative Collection of Books for Back-

- ground Reading in Agricultural Literature?" 1931.
- Littlefield, Lucile J. "A Fine Arts Collection for a Library of a Teachers College." 1938.
- McLaughlin, Madge. "The Selection of Anthropology Books for the Undergraduate Liberal Arts College." 1937.
- Moll, Father Boniface E. "A Basic List of Books in Sociology for Catholic Liberal Arts Colleges." 1939.
- Russell, Abi. "A Fine Arts Collection for a Liberal Arts College Library." 1931.
- Silvers, Josephine L. "A Study of the Science Collections in the State Teachers Colleges of Nebraska." 1938.
- Sister Mary Genevieve. "Book List for a Proposed Curriculum in Religion for Women's Catholic Undergraduate Colleges." 1934.
- Stone, Ermine. "A Book Collection in the 300's for a Junior College Library." 1929.
- Tashjian, Nouvart. "A Book Collection in Economics for an Undergraduate College Library." 1930.
- Thompson, M. Florence. "A Book Collection in American History for a Junior College Library in California." 1930.
- Wyatt, Mildred. "A Study of the Science Collections in the Teachers College Libraries in Texas." 1936.

List of Studies of the Book-Reviewing Adequacy of Subject Journals

- Bentley, Phyllis D. "The Book-Reviewing Adequacy of Certain Professional Chemical Journals for Book Selection in the College Library." 1937.
- Boyce, Margaret. "The Book Reviewing Adequacy of Certain Literary Journals for College Library Book Selection." 1939.
- Cullipher, Martha R. "The Book Reviewing Adequacy for College Library Book Selection of Certain Technical Periodicals Relating to Foods and Nutrition." 1939.
- Doggett, Marguerite V. "The Extent to Which Book Reviews in Certain Biological Journals Meet the Need of College Library Book Selection." 1940.
- Hawkins, Jane S. "The Book Reviewing Adequacy of Certain Musical Journals for College Library Book Selection." 1941.
- Henry, Eugenia M. "The Book Reviewing Service of Some American Journals of Political Science." 1939.
- McAtee, Sister Jane Frances. "The Book Reviewing Adequacy of Certain of the Classical Periodicals for College Library Book Selection." 1939.
- Maxfield, David. "The Book Reviewing Adequacy of Certain Journals in the Field of Philosophy from the Point of View of College Library Book Selection." (Title tentative, as work is still in progress.)
- Rogan, Mme. Marie Joseph. "Value of Book Reviews of English and American Literature for College Library Book Selection." 1941.
- Rogers, Mary E. "The Book-Reviewing Adequacy of Certain Economic Periodicals for Use in College Library Book Selection." 1942.
- Steele, Rea J. "The Book Reviewing Adequacy of Certain Periodicals in the Field of Higher Education for College Library Book Selection." 1940.
- Whitford, Robert H. "Evaluation of Certain Technical Book Reviewing Media as Book Selection Aids in a College Technology Library." 1939.

The Selection of Chemical Engineering Periodicals in College Libraries

Mr. Smith is librarian of the Aeronautical Archives of the Institute of the Aeronautical Sciences, Inc. His paper is a compression of a master's essay accepted at the School of Library Service, Columbia University, in 1942 and exemplifies one of the two series described in Miss Fay's article on pages 207-16.

THE PURPOSE of this essay is to consider the problem of selection of chemical engineering periodicals in the engineering college library, using as a basis the statistical method. In this method the periodical references in one or more representative source journals are counted and tabulated in order to arrive at a list of the periodicals most used by investigators in the field.

As the study was undertaken with reference to the chemical engineering curriculum, the content of this curriculum was examined as presented in the report published in 1938 by Albert B. Newman,¹ chairman of the Chemical Engineering Education Committee of the American Institute of Chemical Engineers. The accrediting of chemical engineering curricula by this organization had been in operation for some time, and the data accumulated through its work in surveying individual colleges provided a basis for the section

on the curriculum in Newman's report.

He points out that:

The institute does not desire to set up any hard and fast limits on the scope and character of the curriculum, nor on the relative amounts of time that should be devoted to the several groups of studies which will make up a satisfactory course of instruction in chemical engineering. The committee has, however, made a careful analysis on several occasions of the content of such courses in the more widely recognized curricula. The following distribution of time is typical of programs which produce an effective composite for the instruction of well-prepared graduates from schools offering a four-year undergraduate course in chemical engineering.²

TABLE I
Distribution of Time in Representative
Chemical Engineering Curricula

	Per Cent
Chemistry	25-30
Chemical Engineering	20-15
Other Engineering	12
Mathematics	12
Physics	8
Mechanics	6
Other Sciences	2
Cultural Subjects	15

Thus, as shown in Table I, the distribution of time in representative chemical engineering curricula allows chemistry 25 to 30 per cent, chemical engineering 20 to 15 per cent, and these, together with addi-

¹ Newman, A. B. "Development of Chemical Engineering Education in the United States." In American Institute of Chemical Engineers. *Transactions*, v. 34, Supplement, July 1938. 46p.

² Newman, *op. cit.*, p. 22-23.

tional engineering and science courses, take up 85 per cent of the time, the remaining 15 per cent being devoted to cultural subjects. It was assumed that this distribution of time served as a reasonable partial guide in the consideration of source journals.

Two lists of periodicals were used as additional guides. One was compiled by

next was *Industrial and Engineering Chemistry*, industrial edition, a publication of the American Chemical Society. This journal accounted for 24.22 per cent of the references in the *Transactions* of the American Institute of Chemical Engineers and was considered by specialists consulted to be the most inclusive and possibly the most important journal for

TABLE II
Sources in Which References Were Counted, Ranked
According to Number of References

Title	Number of References	Number of Self-References	Per Cent	Number of Pages
<i>Industrial and Engineering Chemistry</i> (industrial edition) v. 28-32, 1936-40	14,546	2,737	18.80	7,541
Society of Chemical Industry. <i>Journal</i> ("Transactions and Communica- tions") v. 55-59, 1936-40	4,257	482	11.32	1,940
American Institute of Chemical Engi- neers. <i>Transactions</i> , v. 32-36, 1936- 40	1,672	207	12.38	3,625
J. H. Perry. <i>Chemical Engineers'</i> <i>Handbook</i> , second ed., 1941	1,253	—	—	3,029
	<u>21,728</u>			<u>16,135</u>

the Department of Chemical Engineering of the Cooper Union² in 1936 and sent to its library for a report on holdings. The other was compiled by the American Institute of Chemical Engineers in 1939.⁴

Sources

References were tabulated from four sources. The first was the *Transactions* of the American Institute of Chemical Engineers, chosen because of the importance and activity of the institute and on the advice of specialists consulted. The

chemical engineering students. The *Chemical Engineers' Handbook*, second edition, edited by John H. Perry, was selected as the next source when no journal in chemical engineering was found which had a sufficient number of references to serve the purpose. The *Transactions* of the Institution of Chemical Engineers, London, was considered, but the 1940 volume was not available and therefore it was not used. The fourth source used was the "Transactions and Communications" section of the *Journal* of the Society of Chemical Industry, London. These four sources are listed in Table II, ranked according to the number of references found in the volumes which were used.

² Cooper Union, Department of Chemical Engineering. [List of Periodicals.] New York City, 1936.
³ l. Typewritten.

⁴ American Institute of Chemical Engineers. Book List (No. 1, Parts 1 & 2) "Minimum List of Recommended Books for a Chemical Engineering Library." New York City, 1939. 11 l. Supplement, New York City, 1939. 24 l. Mimeographed.

"Self-references," that is, references in source journals to their own files, were included in the tabulations, as such inclusion has little effect on the final ranking of journals when each source is given equal weight by the percentage method. References to the current year were excluded in order not to give undue weight to domestic or more accessible journals.

chemical engineering student is German, as will be seen from the data presented in Table III. The importance of French is somewhat less for current material than for older references. Only one French periodical achieved the final list in this study, but there were seven German journals in the final list. The number of foreign references in all the American sources

TABLE III
Number and Per Cent of English, German, and French References
in the Four Sources

Title	Language	Number of References	Per Cent
<i>Industrial and Engineering Chemistry</i>	English	10,594	72.83
	German	2,594	17.83
	French	672	4.63
	All Others	686	4.71
		<hr/> 14,546	<hr/> 100.00
American Institute of Chemical Engineers. <i>Transactions</i>	English	1,352	80.82
	German	223	13.34
	French	40	2.39
	All Others	57	3.45
		<hr/> 1,672	<hr/> 100.00
J. H. Perry. <i>Chemical Engineers' Handbook</i> , second ed., 1941	English	1,053	84.00
	German	157	12.95
	French	7	.50
	All Others	36	2.55
		<hr/> 1,253	<hr/> 100.00
Society of Chemical Industry. <i>Journal</i> (Transactions)	English	2,988	70.19
	German	872	20.48
	French	226	5.31
	All Others	171	4.02
		<hr/> 4,257	<hr/> 100.00

That is, in the volume of *Industrial and Engineering Chemistry* for 1940 all references dated 1940 were excluded; in the volume for 1939, all references dated 1939 were excluded; and so on.

The most important language for the

was less than 50 per cent, but in the British source was more than 50 per cent. Tables III and IV show the percentages of English, German, and French references and foreign and domestic references in each of the four sources.

TABLE IV
Number and Per Cent of Domestic and Foreign References
in American and British Sources

American Sources	Domestic References		Foreign References	
	Number	Per Cent	Number	Per Cent
<i>Industrial and Engineering Chemistry</i>	8,345	57.37	6,201	42.63
American Institute of Chemical Engineers. <i>Transactions</i>	1,108	66.26	564	33.74
J. H. Perry. <i>Chemical Engineers' Hand- book</i> . Second ed., 1941	943	75.25	310	24.75
British Source				
Society of Chemical Industry (London) <i>Journal</i> (Transactions)	1,812	42.56	2,445	57.44

United States government publications, especially those of the Bureau of Mines and the *Journal of Research of the National Bureau of Standards*, are of great importance to the chemical engineering student. The *Journal of Research* and the *Reports of Investigations and Bulletin* of the Bureau of Mines appear in the final list of this study. The publications of state engineering experiment stations are of next importance. It should be pointed out that these publications, while they rank relatively low statistically in the

present study, are usually definitive and frequently monographic. British government publications, which have the same quality, are cited less than American ones, even in the British source. Tables V and VI give the number of references in the four sources to the various types of government publications and the titles of the more important ones. The titles of engineering experiment station bulletins have been included in Table VI, and state government publications and two series published by colleges are included.

TABLE V
Types of American and Foreign Government Publications
Cited, Showing Number of References in American
and British Sources

	American Sources	British Source
American		
Federal	687	47
State engineering experiment stations	171	16
State agricultural experiment stations	54	19
Miscellaneous state publications	24	3
British	33	39
Other Foreign	23	17
	992	141
Total References	17,471	4,257
Per Cent of Government Publications	5.6	3.3

TABLE VI

Titles of Principal Government and College Publications Cited, Showing Number of References in British and American Sources

Title	Number of References	
	American Sources	British Source
California. University. <i>Publications in Engineering</i>	5	
Carnegie Institute of Technology. <i>Mining and Metallurgical Investigations</i>	5	1
Cornell University. Engineering Experiment Station. <i>Bulletin</i>	5	
Great Britain Aeronautical Research Committee. <i>Reports and Memoranda</i>	5	
— Adhesives Research Committee. <i>Reports</i>		5
— Department of Scientific and Industrial Research. <i>Technical Papers</i>	11	
— Food Investigation Board. <i>Reports</i>	4	24
— Fuel Research Board. <i>Technical Papers</i>	15	
— Medical Research Board. <i>Technical Papers</i>		10
Illinois. University. Engineering Experiment Station. <i>Bulletin</i>	35	2
Iowa State College. Engineering Experiment Station. <i>Bulletin</i>	5	
<i>Iowa State College Journal of Science</i>	15	2
<i>Journal of Agricultural Research</i> (U. S. Department of Agriculture)	50	10
<i>Journal of Research of the National Bureau of Standards</i>	185	25
Michigan. University. Department of Engineering Research. <i>Engineering Research Bulletin</i>	7	1
— <i>Circular Series</i>	4	
Polytechnic Institute of Brooklyn. <i>Research Note</i>	4	
Texas. University. <i>Bulletin, Engineering Series</i>	4	
— <i>Bulletin, Science Series</i>	4	
U. S. Bureau of Fisheries. <i>Investigational Report</i>	5	
— Bureau of Labor Statistics. <i>Bulletin</i>	4	
— Bureau of Mines. <i>Bulletin</i>	72	
— <i>Information Circular</i>	10	
— <i>Monographs</i>	9	
— <i>Reports of Investigations</i>	74	
— <i>Technical Papers</i>	55	
— Department of Agriculture. <i>Bulletin</i>	15	5
— <i>Circular</i>	18	
— <i>Miscellaneous Publications</i>	11	
— <i>Technical Bulletin</i>	32	
— Department of Agriculture. Bureau of Chemistry. <i>Bulletin</i>	4	
— Department of Agriculture. Bureau of Soils. <i>Bulletin</i>	6	
— Geological Survey. <i>Annual Report</i>	4	
— <i>Bulletin</i>	41	
— <i>Professional Paper</i>	8	
— National Advisory Committee for Aeronautics. <i>Technical Memorandum</i>	5	
— <i>Technical Reports</i>	19	
— National Bureau of Standards. <i>Circular</i>	4	
— <i>Scientific Papers</i>	9	
— <i>Technologic Papers</i>	8	
— Public Health Service. <i>Public Health Bulletin</i>	12	6

TABLE VI (Continued)

Title	Number of References	
	American Sources	British Source
— <i>Public Health Reports</i>	34	
Utah, University of, and U. S. Bureau of Mines. <i>Technical Paper</i>	5	
West Virginia. University. Engineering Experiment Station. <i>Research Bulletin</i>	5	
— <i>Technical Bulletin</i>	10	
Wisconsin. University. Engineering Experiment Station. <i>Bulletin</i>	24	

Any journal which achieved 1 per cent of the references in any one source was included in the final list of journals resulting from the addition of the data from the four sources. This final list of thirty-four journals is presented in Tables VII and VIII. Table VII shows them ranked according to the total number of references, with the data arranged by five-year periods, and Table VIII shows them ranked according to their added and average percentages of total references. Thus in Table VIII each source is given equal weight by the use of percentages.

The statistical method is not offered as a final solution to the problems of selection of periodicals in chemical engineering for the college library. In the application of the data presented, the nature of the institution which the library is serving is a major factor. A university library, for example, serving a comprehensive curriculum, may find that the majority of periodicals are applicable to the needs of two or more departments. To illustrate, the *Journal of Agricultural Science*, which is number thirty-three in the list of journals in Table VIII, would be a major journal in an institution giving degrees in agricultural science and would have partial value for chemistry, biology, and chemical engineering departments in the same institution. Its cost per department would be less than in an institution granting degrees

in fewer subjects. In an institution giving only engineering degrees, this journal would be only partially applicable to the needs of only one department, that of chemical engineering, and thus would not be recommended for purchase.

A notable trend among libraries, that of cooperation in the purchase of expensive materials, should be considered in connection with the selection of chemical engineering periodicals. This is especially effective for valuable but less-used foreign language periodicals. Such cooperation is not recommended in respect to material which is likely to be in daily demand. For example, a complete file of *Industrial and Engineering Chemistry* should be in the library of an institution granting degrees in chemical engineering, as will be seen by reference to its standing in Tables VII and VIII.

Quality of Periodicals

The quality of periodicals, measured by the conclusiveness and completeness of their articles and the authority of their authors, must be considered. Two general types of periodicals appear in Tables VII and VIII, those publishing research, and trade and technical journals. Most of the former are published by scientific or engineering societies, universities, or government bodies. Of the journals listed in Tables VII and VIII, three are of the

trade and technical type. They are *Chemical and Metallurgical Engineering, Engineering and Mining Journal*, and *Canadian Chemistry and Process Industries*. There is little doubt of the value of them to the chemical engineering student. While they publish little original research, they contain a great deal of important descriptive data on the process industries and should be available to the chemical engineering student. However, extensive purchase of journals of this type, at the expense of research material, should be avoided.

Three of the journals listed in Tables VII and VIII bear directly on chemical engineering. On the basis of the evidence in Table VII, a set of the *Transactions* of the American Institute of Chemical Engineers beginning in 1916 would serve most purposes in an institution giving courses in chemical engineering, as there is only one reference previous to 1916. The same is true of *Chemical and Metallurgical Engineering*, which has only three references before 1916. A complete set of the *Transactions* of the Institution of Chemical Engineers, London, is indicated.

In related branches of engineering, journals which are recommended as useful to chemical engineering students in all institutions are: *Transactions* of the American Society of Mechanical Engineers, set beginning in 1911; *Transactions* of the American Institute of Mining and Metallurgical Engineers, set beginning in 1916; *Reports of Investigations* of the U.S. Bureau of Mines, complete set; *Mechanical Engineering*, set beginning in 1921; *Refrigerating Engineering*, set beginning in 1921; *Proceedings* of the American Gas Association, set beginning in 1921; *Technical Publications* of the American Institute of Mining and Metal-

lurgical Engineers, set beginning in 1926; *Engineering and Mining Journal*, set beginning in 1926. These journals are listed in the order of their importance, based on the evidence in Tables VII and VIII. The sets indicated here are the ones recommended for chemical engineering students. For example, mechanical engineering students might need a set of the *Transactions* of the American Society of Mechanical Engineers beginning earlier than 1911.

In industrial chemistry, continuing the recommendations based on Tables VII and VIII, *Industrial and Engineering Chemistry* is indispensable and a complete set from 1909 is recommended. The *Journal* of the Society of Chemical Industry, London, is of next importance, both the "Transactions" and "Chemistry and Industry" sections being recommended from 1900 to date. Libraries desiring completeness should have *Angewandte Chemie*, 1900 to date, and *Canadian Chemistry and Process Industries*, 1931 to date.

In chemistry, the *Journal* of the American Chemical Society, 1900 to date, is recommended for all institutions giving courses in chemical engineering. *Berichte der Deutschen Chemischen Gesellschaft*, a complete set, and the *Journal* of the Chemical Society, London, are both essential, as indicated by the evidence in Tables VII and VIII. The latter has a valuable abstract section corresponding to that in the *Journal* of the Society of Chemical Industry. Only one index is published and it covers both sections. Libraries having only one of these will find themselves explaining throughout the year that the other section must be consulted elsewhere. *Industrial and Engineering Chemistry, Analytical Edition*, is recommended, 1929

TABLE VII
Journals Cited in the Four Sources, Ranked According to Total Number of References
(Data Arranged by Five-Year Periods)

Title	Total Number Refer- ences	40-36	35-31	30-26	25-21	20-16	15-11	10-06	05-01	Before
1. <i>Industrial and Engineering Chemistry</i>	3665	1025	1537	619	343	82	49	10		
2. American Chemical Society. <i>Journal</i>	1382	263	500	297	147	63	48	39	16	9
3. Society of Chemical Industry. <i>Journal</i> (Transactions)	672	140	321	107	47	22	4	18	11	2
4. Deutsche Chemische Gesellschaft. <i>Berichte</i>	604	39	91	82	60	30	40	35	56	170
5. American Institute of Chemical Engineers. <i>Transactions</i>	487	175	216	49	31	15		1		
6. Chemical Society (London). <i>Journal</i>	449	40	122	72	61	33	30	22	25	44
7. <i>Industrial and Engineering Chemistry. Analytical Edition</i>	406	120	251	35						
8. <i>Journal of Physical Chemistry</i>	306	45	97	108	28	8	4	7	7	2
9. <i>Chemical and Metallurgical Engineering</i>	292	59	85	57	57	31	2	1		
10. <i>Biochemical Journal</i>	259	64	123	38	9	7	8			
11. Institut de France, Academie des Sciences, Paris. <i>Comptes Rendus</i>	245	9	40	39	21	10	16	16	15	79
12. Society of Chemical Industry. <i>Journal</i> ("Chemistry and Industry")	239	96	52	11	18	16	10	6	10	15
13. <i>Journal of Biological Chemistry</i>	238	33	89	48	39	22	5	2		
14. <i>Zeitschrift für Physikalische Chemie</i>	229	16	48	50	22	3	19	12	23	36
15. <i>Justus Liebig's Annalen der Chemie</i>	209	13	39	19	4	2	8	16	12	98
16. Royal Society (London). <i>Proceedings. Series A</i>	186	17	55	52	15	8	10	12	2	15
17. <i>Journal of Research of the National Bureau of Standards</i>	185	43	103	39						
18. <i>Kolloid Zeitschrift</i>	172	24	50	44	27	5	19	3		
19. <i>Angewandte Chemie</i>	148	21	40	27	21	11	6	11	6	5
20. American Society of Mechanical Engineers. <i>Transactions</i>	139	50	47	20	4	7	11			
21. <i>Analyst</i>	105	22	31	27	4	9	6	2	3	1
22. <i>Forschung auf dem Gebiete des Ingenieurwesens. Ausgabe B</i>	89	12	60	17						
23. American Institute of Mining and Metallurgical Engineers. <i>Transactions</i>	83	16	36	10	11	8	—	—	—	2
24. Institution of Chemical Engineers. <i>Transactions</i>	82	15	42	16	9					
25. U. S. Bureau of Mines. <i>Reports of Investigations</i>	74	18	32	17	6	1				
26. U. S. Bureau of Mines. <i>Bulletin</i>	72	14	22	19	4	9	4			
27. <i>VDI; Zeitschrift des Vereines Deutscher Ingenieur</i>	69	8	22	10	4	16	3	6		
28. <i>Mechanical Engineering</i>	68	28	18	15	7					
29. <i>Journal of Agricultural Science</i>	60	6	21	22	4	1	5	—	—	1
30. <i>Refrigerating Engineering</i>	51	11	23	9	5	1				
31. American Institute of Mining and Metallurgical Engineers. <i>Technical Publications</i>	41	25	5	10	1					
32. American Gas Association. <i>Proceedings</i>	30	1	7	13	9					
33. <i>Canadian Chemistry and Process Industries</i>	28	3	17	5	3					
34. <i>Engineering and Mining Journal</i>	28	8	9	6	1	2	2			

TABLE VIII

Final List of Thirty-Four Journals Cited in the Four Sources, Ranked According to Their Added and Average Percentages of Total References, with Publication Data

Journal	Added Per Cent of References	Average Per Cent of References
1. <i>Industrial and Engineering Chemistry</i> , v. 1-32, 1909-date, Washington, D.C. Monthly. \$3 per year	73.540	18.385
2. American Chemical Society. <i>Journal</i> , v. 1-62, 1879-date, Easton, Pa. Monthly. \$8.50 per year	21.901	5.745
3. American Institute of Chemical Engineers. <i>Transactions</i> , v. 1-36, 1908-date, New York. Bimonthly. \$9 per year	21.850	5.642
4. Society of Chemical Industry. <i>Journal</i> ("Transactions and Communications"), v. 1-59, 1882-date, London. Monthly. 84s. per year	14.376	3.594
5. <i>Chemical and Metallurgical Engineering</i> , v. 1-49, 1902-date, New York. Monthly. \$3 per year	10.177	2.544
6. Deutsche Chemische Gesellschaft. <i>Berichte</i> , v. 1-73, 1866-date, Berlin. Monthly. RM70 per year	7.808	1.952
7. Chemical Society. <i>Journal</i> , 1841-date, London. Monthly. 65s. per year	7.596	1.899
8. American Society of Mechanical Engineers. <i>Transactions</i> , v. 1-62, 1880-date, New York. Monthly. \$12 per year	6.906	1.726
9. <i>Industrial and Engineering Chemistry (Analytical Edition)</i> , v. 1-12, 1929-date, Washington, D.C. Monthly. \$2.50 per year	5.350	1.337
10. <i>Biochemical Journal</i> , v. 1-35, 1906-date, London. Monthly. 70s. per year	4.880	1.220
11. <i>Journal of Physical Chemistry</i> , v. 1-44, 1896-date, Baltimore. Monthly. (October-June) \$8 per year	4.456	1.114
12. Royal Society of London. <i>Proceedings</i> . Series A. <i>Mathematical and Physical Sciences</i> , v. 1-176, 1800-date, London. Monthly. 2 or 3 vols. per year, 30s. per vol.	4.387	1.096
13. <i>Zeitschrift für physikalische Chemie</i> . Abt. A: <i>Chemische thermodynamik, kinetik, elektrochemie, eigenschaftslehre</i> , v. 1-202, 1887-date, Leipzig. Irregular. RM25-80 per vol.	4.356	1.089
14. Society of Chemical Industry. <i>Journal</i> ("Chemistry and Industry"), v. 1-59, 1882-date, London. Weekly. 1s. 9d. per no. (Included in price of complete <i>Journal</i> , 84s. per year)	4.040	1.010
15. <i>Forschung auf dem gebiete des Ingenieurwesens, Ausg. B.</i> (Includes supplement, <i>Forschungsheft</i>) v. 1-11, 1930-date, Berlin. Bimonthly. RM25 per year	3.852	.963
16. <i>Journal of Biological Chemistry</i> , v. 1-136, 1905-date, Baltimore. Monthly. \$4 per vol.	2.916	.729
17. Institut de France, Academie des Sciences. <i>Comptes Rendus Hebdomadaires des Seances</i> . . . , v. 1-210, 1835-date, Paris. Weekly. 374 fr. per year	2.791	.697
18. <i>Justus Liebig's Annalen der Chemie</i> , v. 1-545, 1832-date, Berlin. Irregular. RM11 per vol.	2.727	.681

TABLE VIII (Continued)

Final List of Thirty-Four Journals Cited in the Four Sources, Ranked According to Their Added and Average Percentages of Total References, with Publication Data

Journal	Added Per Cent of References	Average Per Cent of References
19. <i>VDI; zeitschrift des Vereines deutscher ingenieur</i> , v. 1-84, 1857-date, Berlin. Weekly. RM40 per year	2.632	.658
20. Institution of Chemical Engineers. <i>Transactions</i> , v. 1-18, 1923-date, London. Annual	2.480	.620
21. <i>Journal of Research of the National Bureau of Standards</i> , v. 1-25, 1929-date, Washington, D.C. Monthly. \$3 per year	2.480	.620
22. American Institute of Mining and Metallurgical Engineers. <i>Transactions</i> , v. 1-140, 1876-date, New York, 4-5 vols. per year. \$5 per vol.	2.388	.597
23. U. S. Bureau of Mines. <i>Reports of Investigations</i> , No. 2000-3540, 1919-date, Washington, D.C. Irregular. Free	2.380	.595
24. <i>Mechanical Engineering</i> , v. 1-62, 1906-date, New York. Monthly. \$5 per year	2.318	.579
25. U. S. Bureau of Mines. <i>Bulletin</i> , No. 1-435, 1910-date, Washington, D.C. Irregular, 15-75¢ each	2.240	.560
26. <i>Refrigerating Engineering</i> , v. 1-40, 1914-date, New York. Monthly. \$4 per year	2.227	.556
27. <i>Angewandte Chemie</i> , v. 1-53, 1887-date, Berlin. Weekly. RM40 per year	2.136	.534
28. <i>Kolloid-Zeitschrift</i> , v. 1-92, 1906-date, Dresden. Monthly. RM80 per year	2.120	.530
29. <i>Analyst</i> (Society of Public Analysts and Other Analytical Chemists), v. 1-65, 1875-date, Cambridge, England. Monthly. 30s. per year	2.040	.510
30. American Gas Association. <i>Proceedings</i> , v. 1-32, 1919-date, New York. Annual	1.740	.425
31. American Institute of Mining and Metallurgical Engineers. <i>Technical Publications</i> , No. 1-1257, 1927-date, New York. Irregular	1.570	.392
32. <i>Engineering and Mining Journal</i> , v. 1-141, 1866-date, New York. Monthly. \$3 per year	1.469	.367
33. <i>Journal of Agricultural Science</i> , v. 1-30, 1905-date, London. Quarterly. 30s. per year	1.294	.323
34. <i>Canadian Chemistry and Process Industries</i> , v. 1-24, 1917-date, Toronto. Monthly. \$3.50 per year	1.131	.282

to date. The *Journal of Physical Chemistry*, 1900 to date; *Zeitschrift für physikalische Chemie*, 1900 to date; and the *Journal of Research of the National Bureau of Standards*, complete set, are recommended for all libraries. Libraries desiring completeness should have the *Bio-*

chemical Journal, 1911 to date; *Journal of Biological Chemistry*, 1916 to date; and *Justus Liebig's Annalen der Chemie*, a complete set. This last journal appears on the evidence to be more important for its nineteenth-century volumes than for its volumes published since 1900, but the

later volumes are consistently used and the articles in this journal are of a high order. *Kolloid Zeitschrift*, complete set, and *Analyst*, 1926 to date, are recommended for libraries desiring completeness.

Foreign Language Journals

Of the foreign language engineering journals, *Forschung auf dem Gebiete des Ingenieurwesens, ausgabe B*, on the evidence in Tables VII and VIII, is desirable in a complete set. This journal includes a valuable supplement, *Forschungsheft*, which contains monographic papers. *VDI: Zeitschrift des Vereines deutscher ingenieur*, 1900 to date, is recommended. This is a general engineering journal of a type not found in the United States.

Of the two general science journals listed in Tables VII and VIII, the *Proceedings* of the Royal Society, London, *Series A, Mathematical and Physical Sciences*, is recommended for all libraries, 1900 to date. *Comptes Rendus Hebdomadaires* de l'Institut de France, Academie des Sciences, because of the inconclusiveness of its articles and its high price of seventy-five dollars per year, is not recommended for the engineering college library, but it is desirable in the large university library.

The *Journal of Agricultural Science*, published by Cambridge University, is recommended only for the university which includes agriculture in its curriculum.

The Book Reviewing Adequacy of Certain Periodicals Relating to Higher Education

Now librarian of the Laboratory Schools of the Mansfield, Pa., State Teachers' College, Miss Steele received her master's degree at the School of Library Service, Columbia University, in 1940. The paper following is an abbreviated form of her master's essay and illustrates the second of the groups dealt with by Miss Fay on pages 207-16.

COLLEGE LIBRARIANS cannot depend upon professional library literature alone for building up their book collections. The faculties of colleges and universities play an important role in the selection of books for the college library and they often depend upon reviews in their professional journals to aid in that selection.

The legitimacy of evaluating reviews for the purpose of library book selection—for which purpose they were obviously not primarily written—may be questioned. However, since college professors and librarians do use such reviews for that purpose, it would seem worth while to examine them from the librarian's point of view, in an effort to discover their strength or weakness when used for book selection purposes in a college library.

The Problem. The purpose of this study is to discover whether professional journals in the field of higher education

are adequate and sufficiently critical to be used for selection purposes.

Procedures and Techniques

Selecting the Journals. In selecting the journals to be examined, three separate lists were used. First, the classified list of educational publications issued each year by the Educational Press Association,¹ yielded the following titles:

Higher Education

American Association of University Professors' Bulletin
Journal of Higher Education
Junior College Journal

Journals of Institutions for the Education of Teachers

Harvard Educational Review
Teachers College Record

Educational Research

Educational Research Bulletin
(Ohio)
Journal of Educational Research

The seven chosen titles were then compared with those in the Lyle list² which included the following four: *American Association of University Professors' Bulletin*; *Journal of Educational Research*;

¹ Educational Press Association. *Fourteenth Yearbook*, 1938.

² Lyle, G. R. and Trumper, V. M. *Classified List of Periodicals for the College Library*. Faxon, 1938.

Journal of Higher Education; and *Teachers College Record*.

In 1934 the North Central Association published a list which was prepared for their Committee on Revision of Standards for Institutions of Higher Education by the library subcommittee, with Douglas Waples as chairman. This list was checked by groups of carefully selected instructors, and one of the results is a list of periodicals ranked according to the purposes for which they are primarily used.

Comparing the seven titles taken from the Educational Press Association's *Yearbook* with the North Central Association's list, reveals which periodicals are most frequently read for professional purposes and which for research purposes. Their ranking is as follows:

Name of Journal	Instances of Uses of Journals	
	Professional Purposes	Research Purposes
<i>Teachers College Record</i>	32	18
<i>Journal of Educational Research</i>	28	32
<i>Educational Research Bulletin</i>	27	26
<i>Journal of Higher Education</i>	24	7
<i>Junior College Journal</i>	24	11

The *American Association of University Professors' Bulletin* and the *Harvard Educational Review* were not included in the North Central Association's list. However, since the bulletin of the A.A.U.P. is a professional journal which is included with membership in the association, it is assumed that many individual professors receive copies of it privately and it was therefore thought worthy of inclusion in the list of periodicals chosen for this investigation.

The *Harvard Educational Review* had

not yet appeared when the North Central Association's list was made, but a journal published by the graduate school of education of one of our largest universities was thought worthy of inclusion for this study, particularly since it has a comparatively lengthy reviewing section.

The *Educational Research Bulletin*, published by the Bureau of Educational Research of Ohio State University, was dropped since it ranked slightly lower on the North Central list than the *Journal of Educational Research*, and one research journal seemed all that time would permit to represent that field in this study.

The list of periodicals used in this study finally included: *American Association of University Professors' Bulletin*; *Harvard Educational Review*; *Journal of Educational Research*; *Journal of Higher Education*; *Junior College Journal*; and *Teachers College Record*. The total number of reviews examined was 285 in the six journals mentioned above, the complete file for the year 1939.

Determining the Criteria. The most difficult part of this study was to determine some objective method, if possible, for measuring the adequacy of a review. Because of the similarity of purpose, the field of textbook analysis was used as a basis in developing a score card to use in evaluating book reviews. While the criteria used for textbook evaluation have been severely criticized, they do "present a convenient means for checking different elements that must be considered if a textbook is fully to realize its purpose."³

Eleven different rating devices for textbooks were studied. They seemed to fall into two groups: rating scales and checklists. Since each rating scale used its own

³ Maxwell, C. R. "Use of Score Cards in Evaluating Textbooks." In National Society for the Study of Education, *Thirtieth Yearbook*, pt. II, p. 149.)

system of weights and since there seemed to be no agreement as to what the weight should be, it was thought that a checklist would give a more objective measure. It would note whether a characteristic were present or absent and would give a total of favorable or unfavorable items which could be compared with similar totals.

In developing this score card, all the items of information desirable in a review for book selection purposes were grouped and classified. The result was a list which could be checked with each book review. This preliminary checklist was sent to five librarians to obtain their judgment as to the items included and to several educators in the field of educational research to be passed on as to its correctness of form. It was then revised in the light of their criticisms and suggestions.

The score card of course had to be

adaptable to different types of material. For example, fiction or literary works would call for different elements to be considered.

It is realized that reading a review and checking whether an element is present or not does not answer the question in terms of the extent to which that characteristic is present. That would depend upon the interpretation of the person using the score card. It was felt, however, that merely checking the absence or presence of characteristics would produce a score concerning the *completeness* of detail rather than the depth of treatment. Nor does this checking necessarily present a true picture of the book review. Much depends upon the authority of the reviewer of the book.

The score card used in checking the reviews was as follows:

SCORE CARD FOR EVALUATING REVIEWS IN PROFESSIONAL EDUCATION PERIODICALS

I. Authority of Reviewer	Check
1. Are the reviewer's initials given?	_____
2. Is the full name of the reviewer given?	_____
3. Is the full name plus a slight identification given?	_____
4. Is the full name plus an incomplete reference given to his position or special field of work?	_____
5. Is the full name plus a complete reference given to his position or special field of work?	_____
(Note: Check each question in Section I rather than just the particular question that fits the case. Obviously if the full name and a complete reference to position are given, the other four questions have been covered.)	
(Total—5)	
TOTAL	
II. Manner and Treatment of the Review	Check
1. Does the reviewer attempt to give an impartial estimate of the book by:	
Agreeing with the author's point of view?	_____
Disagreeing with the author's point of view?	_____
Holding the author to be in error or incomplete in his treatment of certain ideas?	_____
(Note: Check only one of the above statements)	
Does the reviewer compare the book to:	
2. Other books in the same field or of a similar character?	_____

3. Theories or ideas of another author?
4. Does the reviewer give a concrete statement of his judgment of the book—whether it is a good book, an outstanding book, good in spots, poor, or some such general appraisal?
5. Does he state whether or not it presents new material, new organization, new point of view, or new references?
6. Does the review appear within the year in which the book was published?....

(Total—6)

TOTAL

III. Comprehensiveness

Check

A. *Scope and form of the book reviewed*

Does the review answer the following questions?

1. Is the theme or subject of the book given?
2. Is the scope of the book revealed?
(Does it cover the subject completely or partially; is it a history, survey, or discussion of certain aspects or conditions?)
3. Is the book brief, exhaustive, or selective?
4. Does it present theory or practice, facts or argument?
5. Is it a manual, textbook, report, yearbook, reference work, or monograph?
6. Is it technical, semitechnical, scholarly, or popular?
7. Does it give the author's purpose in writing the book?
8. Is it a revised edition?
9. If so, does it describe the extent of the revision?

(Total—7 or 9)

A—TOTAL.....

B. *Authority of the author of the book*

1. Does the review give the author's qualifications?
(His education, experience, or special preparation for writing the book)
2. Does it state the basis or sources of the book?
3. Does it state the quality of the sources?

(Total—3)

B—TOTAL.....

C. *Manner and quality of treatment of the book reviewed*

Does the review answer *whether or not*:

1. The author is biased?
(Does the review show whether he is a conservative, radical, or the exponent of some particular school of thought?)

Does the review state *whether or not*:

2. The work shows any degree of originality or creative power?
3. It has a clear graphic style, charm, or imagination?
4. It has the quality necessary to make it a permanent contribution?
5. It shows balance (that is, the extent to which the author has put first things first)?
6. The book has value in its field?

(Total—6)

C—TOTAL.....

D. *Physical features*

Does the review state *whether* or *not*:

1. There is an index?
2. There are illustrations, maps, charts, documentation, etc?
3. There are bibliographies, appendices, or any other reference features?.....
4. The book has a pleasing format?

(Total—4)

D—TOTAL.....

E. *Trade information*

1. Is the author entry given correctly?.....
2. Is the title given?
3. Is it given in full?
4. Are the pages given?
5. Is the date given?
6. Is it the copyright date?
7. Is the publisher given?
8. Is the price given?

(Total—8)

E—TOTAL.....

IV—TOTAL.....

Summary		
Group		Score
I—Authority of reviewer		5
II—Manner and treatment of the review		6
III—Comprehensiveness		
A—Scope and form of the book reviewed		7
B—Authority of the author of the book		3
C—Manner and quality of treatment of the book reviewed		6
D—Physical features		4
E—Trade information		8
	Total	39
	Revised editions	2
		41

Interpretation of the Findings

The above score card will need to be consulted by the reader for identification of the points and categories here reported upon. On the first section of the score card—the authority of the reviewer—the *Junior College Journal* and the *Teachers College Record* made no scores since their

reviews were not signed. It should be noted that the *Teachers College Record* reviews only monographs or Ph.D theses. Their reviews are mainly descriptive, giving the content and experimental method followed in each case but giving little information as to whether the monograph would be of value except as a piece of re-

search. Consequently their ratings on this score card are quite different from those of the journals reviewing all types of published materials.

The *Harvard Educational Review* and the *Journal of Educational Research* rated highest on the authority of the reviewers. All the reviews in the latter gave the reviewer's full name and at least some reference to his position or special field of work, whereas about half of the reviews in the *Harvard Educational Review* did the same.

On the whole the *Harvard Educational Review* and the *Bulletin of the American Association of University Professors* rated highest in the manner and treatment of the review. The reviewers in about 8 per cent of the cases in both journals gave some general appraisal of the book (see score card, section II, 4). The findings on this section of the score card are given in full in the following table.

TABLE I
Manner and Treatment of the Review

	A.A.U.P.	H.E.R.	J.E.R.	J.H.E.	J.C.J.	T.C.R. ⁴
Total number of reviews for each	18	45	77	58	63	22
Per cent of total number of reviews for each score						
1. Impartial estimate	72.2	84.4	70.2	67.2	9.5	
2. Comparisons	16.6	14	22.1	20.8	1.6	4.5
3. Comparisons	16.6	15	16.9	6.9	6.3	4.5
4. General appraisals	77.7	80	61	75.8	25.3	
5. New material	83.3	68.8	55.9	72.5	49.2	
6. Year of publication	100	88.8	74	79.3	96.8	100

As to the scope and form of the book reviewed (see score card, section III, A) all reviews rated high on the first two points, the theme and scope of the book reviewed, but less attention was paid to stating whether the books were brief, ex-

haustive, or selective in their treatment.

Only twenty-one of the books were revised editions. The *Junior College Journal*, with ten revised editions, described the extent of revision in seven cases. The *Journal of Higher Education* included two revised editions and in both cases gave something concerning the extent of revision, while the *Harvard Educational Review* included four revisions but fully described only one. Three out of five revised editions reviewed in the *Journal of Educational Research* were fully described. It would seem from this that one of the weakest points in the reviewing of education material is in the field of revised editions.

As to the authority of the author of the book, it is interesting to note that outside of the *Teachers College Record* which, as was mentioned before, is in a class by itself, the *Bulletin of the American Association of University Professors* and the

Journal of Higher Education rated highest in describing the authorship of the books

⁴ Abbreviations used in these tables: A.A.U.P.—*Bulletin of the American Association of University Professors*; H.E.R.—*Harvard Educational Review*; J.E.R.—*Journal of Educational Research*; J.H.E.—*Journal of Higher Education*; J.C.J.—*Junior College Journal*; T.C.R.—*Teachers College Record*.

they reviewed. Of course to professors and specialists in the field, the author's name itself will often carry with it all the necessary information.

The following table attempts to show evaluative criticisms that are important in helping the reader determine the merit of the book reviewed. The personal judgment of the scorer makes this section of the score card less objective than some others.

Higher Education, and the *Junior College Journal* gave more information in this section than did the other journals. Bibliographies, charts, documentation, and other reference features are important points to consider in selecting books for a college library, and it is to be regretted that mention of the presence or absence of such features is often neglected in book reviews as is shown by Table III.

In the main, the trade information

TABLE II
Manner and Quality of Treatment of the Book Reviewed

	A.A.U.P.	H.E.R.	J.E.R.	J.H.E.	J.C.J.
Total number of reviews for each	18	45	77	58	63
Per cent of total number of reviews for each score					
1. Bias	50	27	36.4	29.3	6.3
2. Originality	22.2	20	19.5	13.8	
3. Style	22.2	20	25.8	39.7	6.3
4. Contribution	27.2	32	10.4	29.1	4.7
5. Balance	11.1	7	14.3	10.3	4.7
6. Value	88.8	82.1	76.6	94.8	76.1

Table III gives the sort of information research workers and librarians are particularly interested in. The *Journal of Educational Research*, the *Journal of*

given was such that titles were easily verified, and so a table giving those results is not shown here.

From the examination of the above

TABLE III
Physical Features

	A.A.U.P.	H.E.R.	J.E.R.	J.H.E.	J.C.J.	T.C.R.
Total number of reviews for each	18	45	77	58	63	22
Per cent of total number of reviews for each score						
1. Indexing	11.1	5	3.9	10.3	9.5	
2. Documentation	27.7	32	24.7	27.7	33.3	22.7
3. Bibliographies	22.2	27	36.3	25.8	44.4	22.7
4. Format		7	1.3	6.8	7.9	

tables, it will be seen that on the whole the reviews rated high in presenting factual information but fell short on the criteria which would help to compare the book with other books in the same field; in other words, in helping to show whether the book is worth purchasing.

Of the 283 reviews rated on the score card, eighty were of books reviewed in more than one journal. Out of the total of 137 reviewers, only twenty-nine had more than one review to his or her name.

Length of the Review. Usually the longer the review, the higher it rated on the score card, although this was not true in several cases where the reviewer seemed to welcome the chance to express his own theories of education. The *Journal of Higher Education* and the *Bulletin of the American Association of University Professors* made the highest single scores, thirty-two out of possible thirty-nine points.

The following table shows the high, low, and median ratings the various journals made on their reviews as well as the total number of reviews each published during the year.

TABLE IV
Summary of Rating Scores

<i>Name of Periodical</i>	<i>High</i>	<i>Low</i>	<i>Median</i>	<i>Number of Reviews</i>	<i>Number of Issues</i>
H.E.R.	28	14	24	46	4
A.A.U.P.	32	17	24	18	7
J.E.R.	30	17	23	77	9
J.H.E.	32	18	23	58	9
J.C.J.	23	10	16	64	8
T.C.R.	17	12	15	22	8

Return on Questionnaire to Publishers. A questionnaire was sent to the editors of the six journals included in this study to obtain their book reviewing policies, par-

ticularly how they choose their reviewers and the books to be reviewed and whether any definite instructions are given on how to write the reviews.

All the questionnaires were returned with the exception of that of the *Teachers College Record*, whose editor answered that they publish no book reviews as such. Their policy on book reviews is part of a more general policy of publishing only manuscripts submitted by staff members or graduate students working under their direction. The only material of the nature of a book review is in the section entitled "New Studies in Education," which comprises digests of the dissertations of Teachers College doctoral candidates.

The *Harvard Education Review*, the *Journal of Educational Research*, and the *Journal of Higher Education* in selecting their reviewers choose specialists not necessarily connected with their respective journals. The *Junior College Journal* uses members of its editorial staff for this purpose, and the *American Association of University Professors* usually chooses members of the association whose names

are somewhat related to the field with which the book is concerned.

Only two of the journals give any definite instructions to the persons who write

their book reviews. The *Journal of Higher Education* has a sample form letter, which is sent to prospective reviewers, giving directions as to the bibliographic entry and the number of words but saying nothing concerning the manner and treatment of the review itself.

The editors of the *Journal of Educational Research* ask their reviewers to be critical, and they definitely state that uncritical reviews are rejected. Doubtful reviews are read by one or more members of the editorial board before they are accepted.

Information about space limitation was checked on each questionnaire returned. The *Junior College Journal* limits reviews to one column, the *Harvard Educational Review* to approximately four hundred words, and the *American Association of University Professors' Bulletin* to two or three bulletin pages, which average one thousand words each, while the *Journal of Educational Research* states that only very broad limits are given to the length of review and the form letter of the *Journal of Higher Education* says that reviews are normally three or four hundred words in length, although one for a book of great importance may extend to five hundred words.

All the journals review books which are sent them by publishers but also write for important titles when not received otherwise.

The editors in each case select which books are to be reviewed. The *American Association of University Professors' Bulletin* chooses recent publications of interest to all college and university teachers. The *Junior College Journal* selects books just off the press, mostly in the education field, and includes some titles which they consider possible textbooks. The *Journal of*

Higher Education limits itself to outstanding books in the field of higher education, while the *Journal of Educational Research* is interested in research publications. They alone state that they choose books published within the current year of publication.

Conclusions and Recommendations

Conclusions. This study shows that reviews in the field of higher education furnish the librarian with sufficient bibliographic information and describe the contents of the books reviewed quite fully but leave much to be desired in evaluating the books for selection purposes. Of the books reviewed, only 10 per cent were reviewed more than once.

Sixty-seven to 84 per cent of all signed reviews attempted to give an impartial estimate of the book by agreeing or disagreeing with the author's point of view. However, when it came to stating whether or not the book had the quality necessary to make it a permanent contribution, only 10 to 29 per cent of the same reviewers committed themselves.

Another weak spot appeared in the field of comparison. The range here was from approximately 2 per cent for the *Junior College Journal* to 22 per cent for the *Journal of Educational Research*. In other words, the librarian seldom finds a review comparing a new book with other better-known titles.

The use of the score card for evaluating reviews in this study reveals the following:

1. On the whole the journals reviewed recent material.
2. Full authority of the reviewer is seldom given. In most instances only the name of the person and the institution with which he was connected were mentioned.
3. One of the weakest spots in the man-

ner and treatment of reviews was in the lack of comparison with other titles.

4. The scope and form of the book reviewed were usually well-covered.

5. The reviews did not rate very high on the information they gave concerning the author of the book. Few reviewers mentioned the author at all; or, when they did, gave no information about him.

6. The reviews did not reveal to any great extent the originality or permanent value of the books.

7. Physical features, such as adequate index, documentation, appendices, bibliographies, and such, received little attention.

8. Trade information necessary for book selection purposes was adequately given.

9. Usually the longer the review the higher it rated on the score card, although the average rating for an individual review was only twenty-three out of a possible score of thirty-nine or forty-one. The length varied, with all but two of the journals averaging over five hundred words for a single review.

The score card provided a convenient way to check the characteristics of a review but did not show whether the reviewer presented a true picture of the book. That could be done only by examining the contents of the books themselves. Perhaps the chief value of such a score card is in its establishment of a practical analytical approach to a book review.

Perhaps the questionnaire to the editors of these journals showed up one of the

greatest weaknesses in book reviewing in professional journals. Although instructions were given as to length and bibliographic form, it was assumed that other instructions as to how the review should be written, what points should be emphasized, the value of the book, and so forth, were unnecessary. Only one journal states that it instructed the reviewers to be critical.

Recommendations. A study of book reviews using some such score card as was developed for this essay might be made by comparing the information given in the review with that of the book itself, to see whether the review represented it fairly. Such a study might also make it possible to compose better questions to bring out the nature and value of a review. Some of the questions in the score card used in this study were improved by examining the reviews themselves.

The score card might then be used by several people examining the same reviews. Until that can be done there is no way of knowing the extent of objectivity of such a measurement.

It is also recommended that an outline or specifications, covering points in the score card, be used by the editorial boards of educational journals in giving instructions to their reviewers as a means of raising their book-reviewing standards.

War Films in a University Library

Mr. Metzdorf and Miss Oemisch, of the University of Rochester Library staff, describe a film service operated by a library.

IN ALMOST EVERY CASE in which a university has established a film library, the project is under the direction of the extension division, usually as a branch of the visual aids section. In a very few instances, including the University of Denver, the Rhode Island State College, the University of West Virginia, and the University of Rochester, a university library has set up the film service; and it is to tell the story of the first year's operation of such a library project that this article has been prepared.

In January 1943 the University of Rochester sponsored a conference on Latin America. Plans for this meeting were begun in the fall of 1942. University officials directing the program consulted the Office of the Coordinator of Inter-American Affairs and arrangements were made to borrow ten films on Latin America for distribution in the Rochester area, five films to arrive on December 1 and five more on December 15. The university library was asked to handle the bookings for this material. The library had already prepared exhibits and reading lists for the conference, and to take care of requests for films did not appear to be a task which would require a great amount of time.

But we reckoned without the power of the press. A short article describing the

films was carried by each daily paper and was picked up by many newspapers in nearby towns. This story emphasized that there was no charge for borrowing the prints and that they would be loaned to any responsible civic group in Western New York.

The Rochester Board of Education has fostered one of the most progressive programs of visual education in the country; many schools in the area have 16mm. sound projection units. The fact that Rochester is a center for the manufacture of this type of equipment means that there are more than the usual number of projectors available in this locality. These were facts we had not considered, and therefore we were surprised by the sudden rush of requests for the Latin American films. In the first two weeks of December the five films on hand were shown seventeen times to a total audience of 2254 and the advance bookings were very heavy. It became clear that a staff member would have to be delegated to do little else than arrange bookings, manage the shipping, and jog the elbows of delinquent borrowers. It also became clear that the use of films would be one of the most active phases of the Latin American conference; the Coordinator was therefore requested to send more material as soon as possible. That was our first call for help to R. C. Maroney, director of distribution for the C.I.A.A., and, like all calls since, it was not unheeded. Additional blocs of films were announced for January distribution,

and by the time the Rochester conference was held at the end of January twenty-four thousand persons had seen the fifteen films on deposit.

It was expected that after the conference the films would be returned to New York and the library would revert to its normal routine. But reservations for films and requests for new material continued to pour in, and it was decided to accept these bookings on a tentative basis. All unwittingly, we had caught a bear by the tail!

Inception of Service

Here was a war service for which there was great demand and one which the library could supply without any disruption of its regular work. After studying the matter, the university decided to set up a film library on a small scale and to let the project grow or die according to the apparent need for such a service. This would be a natural expansion of the already established war information center in the library. No charge except transportation costs had been made for the Latin American films, and it was decided to continue operations on this basis, at least for a time. It was also decided to limit the collection to 16mm. sound films. The few financial requirements of the service would be met from general library funds, and staff time would be allocated according to need.

Such was the genesis of the Educational Film Service of the University of Rochester Library. The child grew. By the end of February, one month after the conference, thirty-nine thousand people had seen the C.I.A.A. films and 193 showings had been held. The saturation point was beginning to draw near, and other film sources were investigated.

Since the university library could not afford to purchase any extensive number of prints, it was necessary to acquire films by deposit or gift. The Latin American films had met with a wide demand, but the reaction to material of a more general nature and to films in other specialized fields could not be gauged. Other film libraries might be supplying such material in sufficient quantity, and the demand might be negligible.

Events proved that there was room for another film center in Western New York. In Rochester the Eastman Kodak Company and the John Allen Company maintain extensive libraries, and in the central part of the state Syracuse University operates a film center. Some films are also available in Ithaca and Buffalo. Most of these other services, however, are established on a rental or service fee basis, and it may have been on this score that the field of operations was found to be wide open to a free distribution center which would not compete with commercial libraries.

Campaign for Films

Before any money was spent for equipment, a lively letter campaign was begun to solicit films for the collection. Our first gift came from the Free French Delegation in New York City, and the United China Relief followed with a print of "Western Front." Fruitful advice on the subject of possible sources of films was received from L. C. Larson, of Indiana University (who may be considered the godfather of our project), George Janecek, of the United Nations Information Service, and T. Y. Lo, of the Chinese government film organization. Encouragement and helpful suggestions from a committee of trustees appointed by the

president of the university have always been forthcoming.

Although the supply of film stock had been severely reduced by the war, official groups and industrial organizations were most generous in depositing prints of available films. The United States Rubber Company, the General Electric Company, the Caterpillar Tractor Company, the International Harvester Company, the American Brass Company, the Carborundum Company, the New York Central System, and the National Association of Manufacturers all sent prints, and all of the prints were called for by the public. The C.I.A.A. continued to supplement the original bloc of Latin American films, and new requests for bookings were received daily. By the end of May 1943 292 showings had been recorded to a total audience of 52,654.

The educational film service settled down to a less hectic summer season, and plans were laid for further development. A room next to the library lecture room was fitted up with tables, chairs, and a range of steel shelves. A rewinder, a splicing outfit, and other pieces of standard equipment were acquired. The lecture room itself was fitted out with a large beaded screen, and arrangements were made with one of the teaching departments for the use of a sound projector; community groups were thereby enabled to reserve the room for meetings at which films from the collection could be shown. The facilities also made it easy to preview films and decide quickly about their suitability. Frantic studying of instruction manuals and a diligent course in reading were followed by those to whom care of the service had been delegated. The library had joined the Educational Film Library Association when that organiza-

tion was formed, and the results of this membership have been most gratifying. Advice from the American Film Center proved to be of great value, as did consultations with the Harmon Foundation and the New York University Film Library. Officials of the Eastman Kodak Company were very helpful in supplying technical advice, and when the film workers did not know enough to ask for advice, experience proved a ready teacher. The mysteries of this new type of library service soon unfolded, and we felt that we had a fairly professional setup with which to work.

Publicity

A leader identifying each film as coming from the Educational Film Service was designed, and a copy attached to every print. A general publicity program was mapped out, consisting of news stories and the preparation of a bulletin about the activities of the service. For this latter project, a mailing list of about five hundred names in the Western New York area was prepared and addressograph plates were made. This list is being added to every week.

At the end of the first year of operations, the work of the film service was surveyed and evaluated. Six films had been purchased to round out various branches of the collection, and these, together with equipment and other incidental costs (excepting the contribution of staff time), accounted for an expenditure from general funds of about \$350.

To show for this expense, the university library had on Jan. 1, 1944, a film collection of 109 prints which had been shown 871 times during the year to 177 different organizations. The audience total for the period was 109,569. Of the

109 prints, forty-seven were from the Coordinator of Inter-American Affairs, twenty-eight from the several information bureaus of the United Nations, eighteen from industrial organizations, twelve from the O.W.I., and four from the O.C.D.

The film library was designed from the beginning as a public service feature, the primary object of which was to bring to Western New York nontheatrical audiences, at no charge, all obtainable films dealing with the war effort, as well as any other educational films of general interest. Groups which previously have had little contact with the university have made regular use of the films, and the

distribution has ranged from the Junior League to a migrant workers' camp, from the Chamber of Commerce to the Labor Lyceum. All shades of religious orthodoxy have been represented and all levels of public instruction. Borrowing groups are extremely appreciative of the free film service, and evidence of careful handling of the films lies in the fact that very little repair work has been necessary. From the point of view of the library, the project has proved extremely worth while: it has brought us in touch with many new friends and it has supplied material of proved educational value to a large number of citizens.

Librarians and Current Research Publication

SCIENTIFIC and technological periodicals contain the ideas upon which our present civilization is based, yet one hears the research man say that he can keep abreast of the literature in his own field only with the greatest of difficulty. Even the largest libraries have to restrict the limits of their collections. Scientists and technologists have inaugurated abstracting journals; librarians have compiled union lists, systematized interlibrary loans and reproducing services. Could it be that these are serviceable, transitional devices to handle a system of publication which has too narrow a basis for the great development we expect? Are we not now ready, as librarians, to make a complete survey of the situation and, with the aid of expert businessmen, to formulate a concrete plan which will render knowledge resources more accessible and which we can recommend to the publishing bodies?

The unit of the literature in question is the individual article, not the journal in which it is published. There are four important features in such an article: 1. the subject matter; 2. the author and his sponsor; 3. the date; 4. the editorship. Why not publish with only these factors in mind? It might be worked out in the following manner.

An author sends his article and an abstract of it to his usual editors. When both article and abstract have received editorial approval they are sent to a central printing office. The head printer gives both one master number in chrono-

logical order of receipt and passes them on to receive as many classification numbers and index entries as necessary. A cost accountant sets the purchase price on the article and notes the number of copies to be made. The cost is covered by the cooperating societies paying to the central printing office the same amount of money as formerly used for publication. The articles and abstracts then go to the printing room. The "printing room" probably would mean numerous printing establishments, each covering one phase of science or technology.

At weekly intervals two types of publications come out of the printing room. 1. A series of separate original articles of uniform size, with author, title, date, authorizing organization, master numbers, classification number or numbers, and price on them. 2. An abstract-index journal made up of four lists—(a) An alphabetical list of authors and titles, (b) a master number list, (c) an authorizing organization list giving the articles so sponsored, and (d) the abstracts themselves arranged by classified subject, an abstract appearing in full under each classification in which it is significant. The full abstract-index journal and each of its sections would have fixed subscription charges. The original articles, as a series, would be subscribed for by subject, while individual articles could be purchased with the use of coupons such as the U.S. Superintendent of Documents Office issues.

It is obvious that, in suggesting such a

system of publication, librarians are not encroaching upon the prerogatives of the authors or their societies. They are simply proposing an improvement in the mechanics of printing and distribution, a purely business matter. The printing, paper buying, classifying, and indexing would be done uniformly by specialists. Such a system would speed up publication and would obviate the making of abstracts by various agencies whose services now overlap. There would be but one central

source for ordering and reordering. It would have all the advantages of mass production, so far as printing and indexing are concerned, without imposing regimentation of thought.

The scientist and technologist are justly proud of the journals they have developed. We as librarians give as good service as we can under the present conditions, but isn't it our duty to offer suggestions whereby the conditions can be improved?

ZELIAETTE TROY

Aydelotte, Frank. *Breaking the Academic Lock Step; the Development of Honors Work in American Colleges and Universities*. New York City, Harper, 1944.

To abandon the ideals of liberal education would mean that in winning the war we had given up all that we are fighting for and it would be furthermore a tragic misreading of the lesson which we ought to learn from the issue of the conflict.—Page 6.

Only by education can we translate into practice the great aims for which we have been fighting. Those aims are in the last analysis intellectual and spiritual. They can never be realized by the mere mastery of scientific and engineering and economic techniques. They can never be realized by turning men into machines, even though food, clothing, shelter, and amusements are guaranteed.—Page 9.

While seeing to it that individuals of each level of ability have the training best suited to them, we must realize that the future of our country depends upon what happens to the best. It is from the ablest young men and women, given the proper training, that we may hope for the leadership without which democracy cannot survive.—Page 10.

It requires courage in a democracy like ours, which considers each man as good as

his neighbor, if not a little better, to put into operation what seems to many an aristocratic method of education. But we must learn to see the error in that superficial interpretation of democracy which assumes that all men are equal in intellectual ability. We must understand that in recognizing individual differences we are paying the truest homage to the worth of all individuals.—Page 11.

Edwards, Marcia. *Studies in American Graduate Education, a Report to the Carnegie Foundation*. New York City, 1944.

The present may well be the appropriate time for individual graduate schools to review their respective aims, inquire into their own conditions, and seize upon the principles and the implements that most promise improvement. This is not to say that uniformity in administrative procedures, standards, or devices is to be sought; the regimentation that such a uniformity would imply, even if self-imposed among the schools, would be as impossible as it would be undesirable. It is to suggest that sincerity, discriminating judgment, and wisdom in the interpretation and application of clearly perceived principles are of first importance in the future of our graduate education.—Page xvi.

(Continued on page 245)

Exchange of Microfilm Orders

AT THE 1943 annual meeting of the American Documentation Institute it was agreed that provision for exchange of orders among major research libraries would be very desirable.

As a result of this meeting, a committee was appointed to arrange for exchange of microfilm orders among a selected group of research libraries. The committee consists of: William H. Kenerson, National Research Council; Waldo G. Leland, American Council of Learned Societies; and Ralph R. Shaw, United States Department of Agriculture Library, chairman.

Two major problems in enabling scholars to receive microfilm with a minimum of delay and effort are: (1) provision of a uniform price schedule that would be acceptable to the cooperating libraries and (2) provision of a simple mechanism for exchange of orders.

The following libraries have agreed to cooperate in a plan for exchange of microfilm requests for periodical articles for a six-month experimental period starting Mar. 1, 1944: Army Medical Library, Washington, D.C.; Brown University Library, Providence, R.I.; Columbia University Libraries, New York City; Denver Public Library, Denver; Harvard College Library, Cambridge, Mass.; Library of Congress, Washington, D.C.; New York Public Library, New York City; Howard-Tilton Memorial Library, Tulane University, New Orleans; United States Department of Agriculture Library, Washington, D.C.; University of Washington Library, Seattle; Yale University Library, New Haven, Conn. At the end of this period they will report results of

the experiment to the American Documentation Institute in order that the value of the program may be appraised in the light of experience.

The agreement under which this experiment is being conducted is as follows:

Purpose

Exchange of microfilm orders for periodical articles which cannot be supplied directly by the library from which they were originally ordered.

Method of Operation

Each of the cooperating libraries shall continue to supply all microfilm copies of articles that it would normally supply on orders that it receives. Any order which it cannot supply will be forwarded to any one of the cooperating libraries which can supply it instead of returning it to the person requesting the material, and the cooperating library will supply the film required direct to the customer.

Price: The price charged for copying under this cooperative arrangement shall be fifty cents for any article in one volume of a periodical.

Upon receipt of an order which cannot be filled in one of the cooperating libraries, the cooperating library may either forward the original request to any other of the cooperating libraries which can supply the service or may keep the original order in its file, sending a memorandum to any of the cooperating libraries which can supply the service, indicating the service desired and by whom desired. In either case the forwarding library will notify the person requesting the microfilm that his inquiry has been forwarded to the other library

and refund his payment, if any.

Upon receipt of the order, the cooperating library to which it is forwarded may either send an estimate, requesting payment in advance, or may furnish the reproduction together with a bill for the service, if that is in accordance with its policy.

General Provisions

It is agreed that each cooperating library:

1. May limit the number of periodical articles it will copy under this agreement.
2. Reserves the right to refuse any order which requires more than fifteen minutes of reference work.
3. Reserves the right to refuse any order which does not conform to its own copying policy.

4. Will perform the work requested or report upon it within two weeks from the date of receipt of the order.

5. Will verify each reference it sends to another library and will not transmit any order unless there is evidence that the library to which it is forwarded has the material requested (*i.e.*, as shown in the *Union List of Serials* or other guides to holdings).

6. Will reserve the right to supply photo-prints, if it elects to do so, in lieu of microfilm in those cases in which photo-prints can be supplied for fifty cents.

7. Reserves the right to limit the length of any article supplied for fifty cents under this agreement to not more than fifty pages, if it wishes to do so.

RALPH R. SHAW

Librarians and Current Research Publication

(Continued from page 243)

White, Carl M. "The Battle of the Books." (In *Vital Speeches*, Mar. 1, 1944, p. 316-20.)

"H. G. Wells, writing just after the last war, described the situation of humanity at that time as a race between education and catastrophe. As we all know, catastrophe won the race. But if the United Nations win this war, education has one more chance. . . . If we lose the next race, the next catastrophe will be a bigger and better catastrophe which might close this phase of the development of the human species. . . ."—Page 320.

Finally, the waging of the battle of books has a bearing on public policy. It falls outside my present purpose to describe how intellectual or cultural services relied

on so heavily by the modern world unofficially can better be fitted into the framework of official policy. But the conclusion that public action normally follows pretty closely the thinking of literate people, and that the thinking of literate people normally follows the most powerful intellectual forces of the times, has some inescapable implications. It implies a policy of recognizing and systematically developing intellectual leadership of high order. It implies a policy of protecting and supporting all those professionally concerned with ideas who show intellectual integrity and a sense of public responsibility. It implies a policy of keeping accessible to the public the sources of information—the press, the open forum, and that increasingly important source of all kinds of information, the modern library.—Page 320.

College Library Exhibits: An Investigation and Report

For an earlier paper on college library exhibits, see the December 1943 issue of College and Research Libraries.

A REVIEW of the literature of exhibits yields comparatively little information on the nature of college library exhibits and their place in the educational program. An attempt at anything more than a surface study of current exhibit policy and practice must depend upon data drawn from other than printed sources. For this reason, the present approach to the problem is based upon material contributed by a group of college librarians in answer to a questionnaire. The utilization of a questionnaire seems to be justified since only 2 of 731 exhibits are indicated as having been publicized in general library periodicals.

The list of institutions to receive copies of the questionnaire was limited to 120 liberal arts colleges. All of the colleges are accredited by the Association of American Universities and the library of each contains a minimum of thirty-five thousand volumes. The academic standing of the college and the adequacy, so far as size is a factor in evaluation, are therefore presupposed.

One hundred and one of the 120 college librarians to whom a preliminary letter was addressed agreed to make available information without which the investigation could never have been undertaken. It is regrettable that this study

must confine itself largely to a report of general findings, as contrasted with descriptions of specific exhibits. The limited number of exhibits mentioned, however, speak for others of similar interest and excellence reported from various college libraries throughout the country.

Fifty questionnaires were returned with the data complete enough to be tabulated, while others were returned unanswered or incomplete, accompanied in a majority of cases by letters giving reasons for not answering. Generally speaking, figures and percentages quoted below are based on 731 exhibits from fifty libraries. In the interpretations which are made and the conclusions which are drawn, consideration is given to letters as well as to questionnaires, since they often disclose reasons for variation in exhibit policy and practice not readily discernible from the questionnaires alone.

The questionnaire was planned to cover exhibits shown within a period of a year and a half beginning Sept. 1, 1941, and ending Mar. 1, 1943. That this period has its irregularities can scarcely be disputed and throughout the exhibit programs studied they are reflected. Any analysis of the exhibits shown should therefore recognize the facts that for approximately fifteen of the eighteen months covered by the questionnaire the country has been engaged in a war and that college library exhibit programs, as well as other aspects

of college library service, will necessarily show the effects of that war.

Since a review of exhibit literature brings to light no universally accepted distinction between "exhibit" and "display," the term "exhibit" has been defined broadly in order that material relevant to the study might not be lost through too rigid a definition. A quotation from a letter sent with the questionnaire shows the interpretation placed upon "exhibit:"

The enclosed questionnaire is directed primarily toward those college library exhibits which have gone a step beyond the comparatively simple display of rapidly changing composition designed to promote immediate circulation of a particular group of books. It is aimed, rather, at those exhibits of a more permanent character which, to be effective, must be preserved as a whole during the period of exhibition, which are usually located in cases in the main corridor or lobby or in a special exhibit room, which usually require some little time and thought in preparation, and which are shown at least a week and often for a month or more.

The questionnaire was devised to cover the essential features of exhibiting—subjects, materials, and purposes—and was arranged so as to interrelate the three for each exhibit reported. Sections were devoted to facilities available for exhibiting and to reasons for a definite placement of responsibility in administering the exhibit program. An attempt was also made to discover the prevailing practices in regard to amount of preparation time, length of exhibition period, and extent and type of publicity afforded exhibits.

Exhibit Subjects

From an analysis of the exhibits reported it appears that the subjects of college library exhibits do not readily conform to an inflexible scheme of classifica-

tion. These subjects differ widely and, occasionally, may be placed with equal appropriateness in two or more categories, as may "Music in Art" and "French Art and Architecture." There are also exhibits with no subjects, in the strictest sense of that term, such as a miscellaneous assortment of gifts from Friends of the Library or a varied collection of books assembled for Book Week. To avoid as often as possible arbitrary decisions in the grouping of exhibit subjects, the classification adopted is a broad one. Subjects which appear most frequently are:

<i>Subject</i>	<i>Per cent of total exhibits</i>
Description and travel	14
Current events (including the war, armed forces, etc.)	13
Art	12
English and American literature	10
Book arts	9
College materials	9
Form of materials displayed	9

The term "Description and travel" seems to embrace more adequately than any other, the exhibits dealing with a specific locality and covering, in a relatively large number of cases, history and geography, art and literature, social life and customs. The United States and the countries of Central and South America prove the most popular exhibit subjects. Local, state, and regional materials are emphasized in exhibits on various sections of the United States, which are typified by "Scenic New England," "The Deep South," and "Discovering East Tennessee." Central and South American countries are usually treated as a unit, and the exhibits are composed of a variety of materials, including books and periodicals, curios, costumes, and products.

Exhibits on current affairs emphasize

national defense and the present war. Consumer problems and civilian defense, general war information, national affairs, and international relations are the broader subjects about which exhibits are centered. More specific subjects, pertinent because of their bearing on this world war, include earlier wars of the United States, democracy, propaganda, geography and war, and postwar planning. It is worth noting that in a number of instances the present policy is to convert the library exhibit program into a direct effort to aid in the war. A librarian from the Pacific Coast area writes: "For the past two years the underlying purpose of our exhibits has been to stimulate an interest in the war by showing books and pictures of the war zones and exhibiting books and pamphlets on the aims of war and peace." From the Middle West comes this report: "We try to stress particularly at this time pamphlets and bulletins relating to the war, the armed forces, and various topics of current interest." The librarian responsible for exhibits in an Eastern college strikes a similar note: "At present we emphasize materials which have a direct bearing on the war and which encourage a better morale."

The majority of art exhibits are composed of paintings, prints, lithographs, or similar materials which are shown either to promote an interest in the field of art or for their cultural effect. Other exhibits in this group are intended to instruct in some artistic process, such as "Silk Screen as a Fine Arts Medium" and "The Technique of Finger Painting." Even art exhibits show the influence of the war. Examples are: "Art from Fighting China" and "Know and Defend America."

The high ranking of English and American literature as an exhibit subject can

be attributed primarily to the number of exhibitions of works of individual authors. The range of subjects is from William Blake to Ted Malone, with the names of Dickens, Ruskin, and Shakespeare appearing more frequently than any others. The number of exhibits of this type which a library shows depends to some extent upon two factors. In the first place, the appearance on the literary calendar of a date such as the one hundredth anniversary of Poe's *Murders in the Rue Morgue*, or the centenary of the birth of William James, suggests a library exhibit. In the case of a contemporary writer, a visit to the college campus affords an excellent opportunity to display his works. The strength of the book collection in English and American literature is a second factor which may govern the number of such exhibits in a college library. If a library has no materials of unusual interest on Poe or the detective story, or no early or limited editions of William James, it is likely that Poe and James, as exhibit subjects, will be left to other libraries where these particular resources are richer and more extensive.

Book Arts

Figures show that the college library encourages in students and members of the faculty an appreciation for book design and workmanship. An exhibit may emphasize printing, binding, bookplates, or book illustration, or these features may be combined in an exhibit of the book arts in general. The account of an unusually interesting and well-planned exhibit comes from the library of an Eastern college. As a substitute for the "Fifty Books of the Year," the library prepared its own exhibit to show the features of a good book. The books were chosen in con-

sultation with faculty members, and the labels were carefully written to emphasize the points illustrated by specific volumes. More general comments covered, among other things, the improvements in modern bookmaking and the factors which contribute to the making of a good book, including paper, typography, binding, and design.

Occasionally the growth and development of major departments, publications, and organizations within the college serve as subjects of exhibits relating to the college itself. More frequently alumni day or a college anniversary is observed by an exhibition featuring college history and the work of alumni and members of the faculty. Two of the most extensive exhibits in this group were shown in the libraries of Muhlenberg College and the Woman's College of the University of North Carolina. The librarian of Muhlenberg College writes:

In the spring of 1942 the librarian served as chairman of a committee to collect and assemble for display in the library relics associated with the Muhlenberg family, in connection with the Muhlenberg bicentennial celebration at the college. Material was borrowed from libraries, museums, churches, and individuals throughout the Eastern United States. Most of the material was from the colonial period. . . . The exhibit had great significance as Pennsylvania-German material. It likewise served to acquaint the college community with some of its historical and cultural background. It was visited by several thousand visitors in addition to members of the college community.

The exhibition in the Woman's College library was assembled at the time of the fiftieth anniversary celebration of the college. In addition to exhibits of college historical materials and publications of members of the faculty, books and pamph-

lets from the woman's collection, gifts to the library, and the holograph collection of manuscript music by North Carolina composers were displayed.

Exhibits in which items are linked by form rather than by subject are generally intended to publicize rare or little-known contents of the library or, as in a display of gifts, to honor library donors. The materials may share some such common quality as rarity or recency. Exhibits typical of this group include: a selection of bibliographies newly acquired by the library; "Periodicals Yesterday and Today;" an exhibit to acquaint freshmen with rare books in the library; and autographs of persons famous in history, literature, and science.

Materials and Methods of Exhibiting

Responsibility for the exhibit program.

In eleven colleges the librarian is directly responsible for exhibits, while in five others it is a cooperative project between the librarian and a member of the staff. In most libraries where this is the case, the librarian plans and supervises the program as a whole, with the second person carrying out the actual preparation involved. The head of the reference department supervises exhibit work in five libraries. In five other institutions this responsibility is delegated to the associate or assistant librarian, who may also hold another position on the staff.

Exhibits in the remaining libraries are prepared by various staff members. They may be assigned to the head of the catalog department or to a circulation or catalog assistant; to the art librarian or to the readers' adviser. One college library supplements its exhibit program by exhibits prepared by students in the library school connected with the college. A second col-

lege library reports the following policy:

At present a member of the faculty library committee has charge of the exhibits in the case. She has asked the head of each department to be responsible for a one week's exhibit. So far the plan has been quite successful in stimulating the interest of most of the faculty and indirectly the interests of the students.

In another institution exhibit responsibility rests with an exhibits committee of which the librarian is chairman, serving with the president of the college, two trustees, the head of the art department, and the chairman of the committee for outside speakers.

Division of Responsibility

Nine libraries report without comment a division of responsibility for exhibits. Such a division may be indicative of a lack of settled policy in administering the exhibit program. On the other hand, it may be explained by the fact that exhibit responsibility is rotated, as it is in a Middle Western library, where the librarian plans the first and last exhibits for the school year of ten months, with other staff members planning one each according to their various fields of interest. Student assistants are entirely responsible for the planning of exhibits in comparatively few instances, although a number of librarians suggest that the interests and abilities of capable students can be used successfully in exhibiting if their work is carefully supervised by a member of the professional staff.

Although the librarian more often directs the library exhibit program than does any other member of the staff, this condition does not imply that the duties of exhibitor automatically go with the librarianship. Instead, the delegation of responsibility is governed, in a majority

of cases, by such factors as interest, training, and, less frequently, a relationship between exhibiting and other duties. Special interests for exhibitors may lie in the field of art or in early, first, and rare editions. Training may include previous experience in an art library or special art courses, a course in library publicity, or advanced work in the history of books and historical manuscripts. Duties related to exhibiting may be in the circulation or reference departments. Other reasons appearing for the assignment of responsibility to a particular person are length of service, availability, and "sheer chance."

Facilities for exhibiting. More than one librarian not in a position to cooperate in the investigation because exhibit work was outside the scope of his program mentions a lack of exhibit space. One writes: "Our reading room is greatly overcrowded and I have no room either for exhibit cases on the floor or for anything on the walls." From another comes this statement: "C——— Library is one of the many that is too crowded for exhibit cases, and we have had no experience with exhibits and unfortunately no facilities for having them." A third librarian reports his inability to answer the questionnaire: "The reason is simply that we lack space facilities for exhibits."

In addition to the amount of floor and wall space which a library may be able to devote to exhibits, the equipment available may also influence the extent and character of the exhibit program. The wide variation in the exhibit policies reported is partially explained by the fact that one library fills one table or a bulletin board for an exhibit, while another finds it necessary to fill a dozen cases. Four libraries report that they have no exhibit cases; another reports as many as thirteen. The

median number of cases for the forty-nine libraries giving this information is two.

As an exhibit program can be curtailed by inadequate facilities for exhibiting, it can also owe its extensiveness to a more generous amount of space and equipment. A special exhibit room in the library, which may be an art gallery, a treasure room, or a museum, tends to add to the relative importance of exhibits in the library's scheme of service. The reference librarian in one institution reports the following use for the library exhibit room:

One of our major purposes has been service to the local community. This being the best room in the county for art exhibits we lend it freely, thus creating local good will and bringing into the library many persons who would not ordinarily visit it.

A second librarian writes that materials are often displayed in the library exhibit cases for departments of the college and for student groups, because they will be seen by more people in the library than anywhere else. This is considered a part of the library's service to the college.

Exhibit materials. In the preparation of the questionnaire, thirty-six items which might possibly be used in college library exhibits were listed. Their variation was such as to make for categories as obvious as books and pictures and as unexpected as puppets and playing cards. The result was that every item on the list was checked at least one time. Illustrated books and pictures are each reported as shown in slightly more than one half of the exhibits, while less than one half of the exhibits contain nonillustrated textual materials. Periodicals, posters, maps, and manuscripts follow in the order named. Approximately 20 per cent of the exhibits include no books or periodicals.

From the materials used in exhibits, it is apparent that the average college library might have considerable difficulty in assembling the items from library resources. A number of exhibits must necessarily be obtained wholly or partially from commercial sources or borrowed from individuals or from groups. Twelve libraries report all materials used as available within the library. Approximately 30 per cent of the total number of exhibits include rented or borrowed items secured for the most part from individuals not directly associated with the college, from faculty and staff members, and from art associations and museums. It is evident in some instances that the number of borrowed exhibits which a library shows is greater if the library is located near other institutions which may be drawn upon for exhibit materials.

Preparation time. No discussion of college library exhibits would be complete without some mention of the time spent in their preparation. If an exhibit is planned, assembled, and arranged, all within an hour, it may be open to criticism on the ground that it has been too thoughtlessly and superficially brought together to be of any real value. On the other hand, if the preparation of an exhibit requires an exceptionally large amount of time and thought, the question may be in order: Do the results of the exhibit justify the amount of time invested in it?

College librarians were asked to estimate the number of hours spent in the preparation of each exhibit described. In a majority of cases the figures are approximate, as few library records carry this information. In addition, some difference of opinion exists as to what actually constitutes preparation time. Does it include preliminary planning, as well as

assembling and arranging items in the exhibition? Is the time spent by a student assistant or janitor included? Since various interpretations are placed upon "Number of hours to prepare," figures are little more than general indications of the relative importance of the college library exhibit in college library service.

In approximately 50 per cent of the exhibits the actual preparation is reported as requiring from one to three hours, with close to one half of these taking from one and a half to two hours. The largest amount of time was spent on exhibits prepared for college anniversary celebrations. The number of hours for one is indicated as "one hundred at least," and about another there was reported: "It is impossible to estimate the number of hours spent as preparation for the exhibit was carried on throughout the entire year and many people aided in this activity." In exhibits offered for a second time a decrease in preparation time is noticeable, suggesting a record of previous exhibits.

Exhibition time. Even though one college librarian, in commenting upon the length of time exhibits are shown in his library, writes: "Once an exhibit is set up, it is apt to stay there forever," figures show that the majority of exhibits are assembled for a period of two weeks or less. They are shown most frequently for two weeks, one week, and one month. The shortest length of time for which an exhibit is prepared is one class period. The longest time for which an exhibit is reported shown is 360 days, with no indication that the exhibit was intended as a permanent one.

Few of the reporting libraries assemble all exhibits for equal periods of time. Generally speaking, the length of time an exhibit is held in most libraries appears

to be influenced by factors such as these: the purpose of the exhibit, the amount of interest shown by the students, and the amount of time which the staff is able to devote to the planning and arranging of new exhibits.

Publicity. In an analysis of the publicity received by college library exhibits, it should be taken into account that the adequacy of the publicity given an exhibit is determined by the purpose of the exhibit itself. If an exhibit is shown for students enrolled in one particular course, an announcement to the classes concerned will in all probability prove sufficient. If an exhibit is intended primarily to interest the alumni of the college in the library, effective publicity will come by way of the alumni publication. If an exhibit is prepared to increase the prestige of the library, and indirectly that of the college, it should be widely advertised beyond the campus.

The student newspaper, library posters, announcements to classes, and the local newspaper are used most frequently as channels of exhibit publicity. Approximately one third of the exhibits are reported as having received no publicity of any kind, while only 8 per cent were advertised through four or more mediums of publicity. Accounts of relatively few college library exhibits are published in professional literature.

The publicity given exhibits depends in some degree upon the general policy of the individual library. An exhibit held in one library may be highly publicized through a number of mediums, while in another library the same exhibit may receive very little, if any, notice. At times such a difference in policy is attributable to the avenues of publicity which are open to a library. For example, if a library

has its own publication, accounts of all exhibits shown will probably be included there. If a college is located near a city, library exhibits may often receive publicity in other than local newspapers. If there is a radio station on the college campus, announcements of outstanding exhibits can be broadcast.

Purposes of Exhibits

It is evident, in looking back of the exhibit to the purpose which it serves, that a college library exhibit can be designed for one or more of several ends. An exhibit intended to advertise a special collection of which a library is justly proud may, through effective publicity, result in donations to that collection. A display of books to stimulate reading about Mexico may be related to the work of the history and Spanish departments. An exhibit of Milton first editions assembled for a class in English literature also serves to attract attention to book rarities in the library. Because of these and other relationships existing among the various purposes of college library exhibits, librarians were asked to indicate for each exhibit as many purposes as applied. Purposes reported for 731 college library exhibits are as follows:

<i>Purposes</i>	<i>Exhibits Having the Several Purposes</i>	
	<i>Number</i>	<i>Per cent</i>
Publicize little-known or rare library materials	235	32.1
Stimulate reading for information, or recreational or cultural reading	210	28.7
Promote interest in a specific subject field or group of related subject fields	205	28.0
Observe a particular an-		

niversary or special occasion	188	25.7
Promote work of an individual teacher, promote interest in a specific course or group of related courses	123	16.8
Honor donors, attract donations, encourage sympathetic interest of Friends of the Library or others	99	13.5
Promote circulation of a particular class of books	89	12.2
Encourage hobbies	71	9.7
Undefined	52	7.1
Publicize research or other work of faculty	51	7.0
Promote work of student organizations	36	4.9

In analyzing this section of the questionnaire it appears that two of the purposes listed above act as means rather than as ends in themselves: the promotion of book circulation and the observation of a special occasion or particular anniversary. Exhibits planned to promote book circulation are generally directed toward a more intangible purpose—to stimulate reading or to increase interest in the subject of the exhibit. A majority of exhibits shown on special occasions or anniversaries are intended to encourage student reading and interest in a particular subject or to publicize library materials which are relevant to the occasion.

The greatest relative importance in a college library exhibit program would seem to be assigned to exhibits planned to publicize library materials, exhibits designed to encourage student reading, and exhibits intended to promote interest in certain subject fields. Of lesser general importance but of significance in that some few college library exhibit programs are directed consistently toward these ends,

are exhibits prepared to result in material gain for the library or to add to library and college prestige and exhibits bearing directly upon courses in the college curriculum.

Publicity for library materials. Items shown in exhibits in this group often merit publicity because they are rare or because they are not widely known. Incunabula may be featured annually in the library exhibit cases because their rarity makes them worthy of frequent exhibition. Current publications of the United States government, which as yet have little claim to rarity, may be displayed in order to bring to the attention of students and members of the faculty sources of information which may prove of use to them. In over one half of the exhibits planned to publicize rare items, the materials are also checked as being little-known, indicating that library resources which are considered rare have often not been widely publicized.

Rare Materials

Picked at random from the list of items displayed because of their rarity are autographs; books, including old Bibles and hymnals, early atlases, examples of fine printing and binding; clay tablets; periodicals, with the emphasis upon early and foreign ones; pictures; and relics. The library of one Eastern woman's college featured the works of scholarly women of the seventeenth and eighteenth centuries in an exhibit entitled "Learned Ladies." Other specific examples of this type of exhibit include: American newspapers for the period 1800 to 1863; sixteenth-century printers' devices and types; early issues of *Godey's*; cartoons of the First World War. Materials may also be considered rare because of their subject matter or

association value. Chief among these are items relating to the history of the college, including files of college publications and writings of faculty members and alumni. Local, state, and regional materials fall within this category, with emphasis upon early local imprints and the literary output of local authors.

Little-known materials used in exhibits include such items as bibliographies, "Fifty Books of the Year," documents, pamphlets, postcards, and textiles. Publications on vocational guidance, and books, pamphlets, and periodicals from war information centers are exhibited because they are thought to be unfamiliar to students on the campus. One exhibit reported, featuring library resources of which college students might be unaware, was composed of books in the languages of foreign countries which are prominent in the news today, such as Russian, Japanese, Chinese, Norwegian, and even native dialects from parts of Africa.

Exhibits in this group are often planned to answer a second purpose: to promote interest in a subject field or to stimulate reading and, less frequently, to commemorate a special occasion or to promote the instructional work of the college faculty. Studying the exhibits collectively, it would seem that their educational value is strengthened if they are made to serve a dual purpose. Some question might be raised as to the time the average college student stops to consider an exhibit of this type unless it relates to his curricular or extracurricular activities. One college librarian speaks of this: "Students rarely study an exhibit carefully. One glance tells them if the subject concerns them. If it does, they may give it a second glance; if not, they walk off."

Stimulation of student reading. The

100 Great Books of St. John's College, the Rivers of America series, and the American Guides furnish materials for exhibits in this group. One college library displayed "Reliable Sources of the News," which included examples of authoritative newspapers, magazines, and pamphlets. A second institution showed pictures and writings of prominent foreign correspondents. "The Negro Writes His Own History" surveyed typical historical works of Negroes from mid-nineteenth century writings to contemporary social history.

The caption "The Mood Is Met" covered a collection of books to appeal to readers in various moods. A Southern woman's college reports a series of weekly vocational guidance exhibits dealing with such topics as "Women in Science," "Women in Medicine," "Women in War Work," "Teaching," "Librarianship," "Social Service," "Secretarial," and "Personnel." A display of books for Christmas vacation reading shown in an Eastern institution was accompanied by an annotated book list.

Stimulating Student Reading

Exhibits of books assembled for the purpose of increasing student reading occupy a primary place in the exhibit programs of a number of the libraries canvassed. Two quotations from college librarians serve as evidence. The first librarian writes: "Our purpose is almost entirely directed toward leading college students to do some reading in addition to that required in their courses." And from the other comes the following statement: "[The publicity program] is designed primarily to stimulate use of books by the students, to make easily available groups of books of timely interest, to keep all users of the library informed of new

acquisitions, and to bring to the student's attention fields of knowledge which possibly receive little emphasis in his course of study." Such opinions when checked with the subjects of the exhibits in this group indicate that the reading which is encouraged is largely of an extracurricular nature.

On the other hand, several college libraries report very few, if any, exhibits planned to stimulate student reading. The indication is that this purpose is met by temporary displays which supplement the more formal exhibitions.

Promotion of interest in a subject field or group of subject fields. Barring the fields of art and literature which are discussed above, no more than 3 per cent of the exhibits are reported as lying in any one specific academic field. Further along in the listing of exhibit subjects these fields begin to appear: religion, with the number of exhibits increased by displays of Bibles and religious relics; drama; the Greek and Latin classics; science, with a scattering of exhibits through chemistry, biology, botany, and mathematics; education; geography, with the emphasis upon maps and atlases; music; home economics, brought into the picture by an increased number of exhibits dealing with nutrition; architecture; and physical education.

In a considerable number of instances it appears that the term "subject field" as used in connection with exhibiting is not synonymous with "academic subject field." The word "subject" in exhibit practice is more nearly analogous to its meaning in the term "subject heading" as used by a cataloger, referring to such topics as vitamins, children's books, victory gardens, and Latin America. Of the 205 exhibits prepared to promote interest in a specific subject field or group of related

subject fields, ninety-nine are also designed to stimulate reading which is largely of an extracurricular nature. This fact, coupled with the interpretation placed upon "subject field" in a relatively large number of libraries to which the questionnaire was sent, would seem to indicate that exhibits in this group are not as closely related to the program of instruction as might at first be supposed.

Advancement of the instructional program. The following quotation comes from Dr. Branscomb's *Teaching with Books*:

In visiting the libraries one sees many exhibits of books for recreational reading, current fiction, biographies, travel books, and the like. One often sees displays of new books of general interest. I have yet to see an exhibit of books of interest to students in connection with any course of study. The reply that the course readings set up by the faculty constitute the exhibits in these cases is not quite adequate in view of the possibilities of added attractiveness and interest which a capable and interested librarian would often see in such shelves.¹

Dr. Branscomb's words are three years old, and today close to 17 per cent of the exhibits described by college librarians fall into the group which can be designated as curricular. For the most part, however, these exhibits are found in the libraries of a limited number of colleges and are concentrated in a few academic subject fields.

Among the libraries directing at least a part of their exhibit programs along curricular lines are the libraries of Wellesley College and Middlebury College. Teaching exhibitions at Wellesley College cover a number of the major subject fields, including the classics, mathematics, and his-

tory, but emphasis is primarily in the field of English literature, owing to the library's special collection of English poetry. The exhibits, which are composed almost entirely of rare items, are arranged by the curator of rare books, who talks to classes about the materials displayed. Rare items, through exhibition, are related to student work and interests and are made to contribute significantly to college education.

Cooperation with the teaching faculty is evident in the exhibit program of Middlebury College. Curricular exhibits are described in the *Bulletin* of the library: "Each week throughout the winter we hope to have exhibits sponsored by members of the faculty, bringing to the attention of the students noteworthy phases in the work of all departments;"² and later: "In the main reading room there have been exhibits staged by different departments of the college, displaying everything from the extraction of rubber from goldenrod to facsimile coins of the days of Julius Caesar."³ The psychology department was represented by an exhibit on "Mental Testing;" mathematics by an exhibit featuring an old calculating machine; and home economics by materials on food rationing and the history of costume.

That certain other libraries may be studying their exhibit programs with a view toward integrating them more closely with the actual instruction of the college is suggested by a statement from the librarian of a Middle Western college:

In my judgment we have not yet worked out a well-integrated plan for exhibits which would relate to and reinforce the courses offered in the curriculum. It has been my hope that the various members of

¹ Branscomb, Harvie. *Teaching with Books: A Study of College Libraries*. Chicago, Association of American Colleges and American Library Association, 1940, p. 83-84.

² Middlebury College Library, Middlebury, Vt. *Bulletin*, v. 10, no. 2, October 1942, p. [1]. Mimeographed.

³ *Ibid.*, v. 10, no. 4, December 1942, p. [1].

the faculty might be aroused to a greater interest in the possibilities. We have ample illustrative material in the library for the purpose, even though a good deal of it is not original source material.

Encouragement of interest in the library on the part of persons not directly associated with the college. In regard to the contribution which an exhibit can make toward increasing library and college prestige and toward securing the interest of valuable friends, a description of exhibits shown in the Wesleyan University Library before the war is pertinent:

During the last eight years we have had several exhibits of more than usual importance. One, "First Appearances of Familiar Quotations," one on Robert Frost, and one on Gilbert and Sullivan. For each of these we were fortunate in securing exceptionally important private collections and the cooperation of the owner of these collections in their display. For each of these exhibits we published a catalog in bound book form. These books we attempted to do rather nicely, printed them in limited editions, and each one promptly became a "collector's item" in its own right. Each of these exhibits received rather wide publicity, including feature stories in the *New York Times Book Supplement* and similar publications. The war put a temporary quietus on this sort of exhibit. In the case of our more important exhibits we have tried to "open" them with teas or lectures by some authority in the field covered or with some other special send-off.

For the library unable to hold exhibitions as extensive as those described above, simpler exhibits carefully planned and wisely publicized may in a smaller way obtain similar results. One college library reports the exhibition of a collection of historical documents of the college timed for a meeting of the state historical society on the campus.

Exhibits may also be shown to honor

past donors or, as already indicated, to draw other donations. Miscellaneous collections of gift books acquired during the college year are exhibited as a courtesy to the donors. Individual donors are honored through exhibits if their gifts are sufficiently noteworthy to deserve exhibition. The library of one woman's college reports an exhibit of books and manuscripts from a special collection gathered and financed by the alumnae association of the college. Rarest items were featured and the most important funds and donors were represented.

An exhibit to honor donors may serve to attract additional gifts if it receives thoughtful planning and proper publicity. With the exception of books collected in the Victory Book Campaign, exhibits designed to attract donations are usually composed of items, often rare, which represent a special interest in the library: alumni writings and college memorabilia, fine printing from private presses, letters and documents relating to the early history of the state, first editions of a particular author who may be an alumnus of the college. If the library policy is to strengthen certain collections through gifts, exhibits of these collections, if brought to the attention of the proper audience, may exert a favorable influence upon prospective donors.

Conclusion

Cumulative figures may well be accepted critically and deliberately, since they may at times be affected disproportionately by conditions peculiar to the individual library. One librarian writes: "It seemed to me when I came to the library that our entire student body should be made more 'art conscious,'" with the result that items from the art library are

exhibited frequently. A second librarian explains the number of exhibits of college materials shown in her library as follows: "The college is fortunate in having a well-organized and extensive college history collection. This coupled with the fact that we are one of the oldest of the women's colleges makes it seem advisable to stress the historical aspects of the college." Exhibits in the library of a Negro institution may stress the history and achievements of the Negro race, while a college library faced with the problem of student misuse of books may utilize the exhibit as one means of educating the student body to respect library materials. Factors such as these, plus the wide variation in exhibit facilities in college libraries, make one slow to judge an exhibit program adequate or inadequate or to accept total figures without some reservation. These figures serve only to point the way toward a general interpretation of current exhibit policy and practice.

By combining figures from the preceding sections of the study, various parts of the questionnaire can be made to work together to supplement and explain one another. As subjects, materials, purposes, and methods can be linked to sketch a specific exhibit, they can also be related to describe the typical college library exhibit. It is an exhibit dealing with a specific country or locality, assembled primarily for the purpose of publicizing library materials. The exhibit is composed mainly of books and pictures, supple-

mented by articles borrowed from members of the faculty and from other individuals. It is shown for two weeks in two exhibit cases, and an account appears in the student newspaper. The librarian is responsible for planning the exhibit and from one and a half to two hours are spent in assembling and arranging it.

The typical college library exhibit considered in this study, with certain striking exceptions, is not used as an instrument in the integration of the library program with the instructional program. On the contrary, it is designed chiefly to show the independent resources of the library for self-cultivation and to display "unusual books, books demanded by potential leaders."⁴ In such a use of exhibits the college library shares with the museum, the public library, and the university library in a program planned to serve the community of which it is a part, to give publicity to its holdings, to increase these by the stimulation of gifts, and to encourage independent reading. The college library shows an awareness of the effectiveness of these exhibits, but it need not stop with such a conception of its exhibit work. The potentialities of the college library exhibit as an implement of college instruction are not as widely recognized. The development of the curricular exhibit will call for new and vigorous plans, to be carried out jointly by the library and departments of instruction.

⁴ Adams, R. G. *Address at the Dedication of the Stockwell Memorial Library at Albion College, June 4, 1938*. Albion College, 1938, p. 18.

Review Articles

Resources of Research Libraries: A Review

THE PUBLICATION of *Resources of Pacific Northwest Libraries; A Survey of Facilities for Study and Research* by John Van Male is an event of special significance. The volume presents an extensive description of the library materials of a major region of the United States and Canada concerning which comparatively little has been known. It also marks a further advance made by research libraries in their effort to facilitate the work of scholars.

I

The importance of the publication as a description of the library resources of a major region stems in part from its relation to other bibliographical undertakings in which the Pacific Northwest Library Association has been engaged since its organization in 1909. It rounds out, except for the completion of a union catalog, a program of library cooperation which for more than thirty years has been devoted to library publicity; guidance in the purchase of subscription books; the preparation of such finding lists as the *Checklist of Books Relating to the Pacific Northwest*, a *List of Books for the Blind*, a *Union List of Manuscripts*, and a list of *Special Collections in Libraries of the Pacific Northwest*; the development of a union catalog; and the establishment of a bibliographical center to serve the library interest of the Pacific Northwest.

Dr. Van Male, the author of the volume, brought to his work an extended experience as a book dealer, as director of the Denver and Pacific Northwest bibliographical centers, as a student of state-

wide library service particularly in the states of California and Wisconsin, and as a member (and chairman) of the A.L.A. Board on Resources of American Libraries.

One hundred and eight libraries are represented in the survey. They include libraries of colleges, universities, and theological seminaries; cities, counties, states, and provinces; historical, legal, and medical societies; archival and governmental organizations; art museums; and industrial and other establishments. The area covered embraces British Columbia, Idaho, Montana, Oregon, and Washington—an area approximately one fourth that of the United States—and contains a population of four and a half million people. Information concerning the holdings of the libraries was prepared by the cooperating librarians and was revised by Dr. Van Male after a personal visit to the principal libraries.

The foreword of the volume is written by Charles W. Smith, librarian of the University of Washington and chairman of the P.N.L.A. Committee on Bibliography. The titles of the seven chapters in which the resources of the libraries are described are: Library Backgrounds, General Works, Humanities, Social Sciences, Natural Sciences, Technology, and A Program for the Future.

In Library Backgrounds, Dr. Van Male presents in an interesting manner the geographical, historical, economic, educational, and social characteristics of the region, the resources of whose libraries he later describes. The chapter is highly

informative and is written in the best tradition of regional studies. It prepares the reader to understand why the collections are differentiated from those of other regions and provides an admirable basis for the author's projection of A Program for the Future.

The main body of the survey follows somewhat the method employed in *Resources of Southern Libraries* by Downs rather than that of the *University Libraries* of the University of Chicago which describes holdings at Chicago in terms of per cents of titles in standard bibliographies or of *A Faculty Survey of the University of Pennsylvania Libraries* which lists bibliographies, histories, periodicals, and other types of materials under a given subject. It describes, frequently by specific titles, the more significant holdings of important libraries but does so under the general headings Humanities, Social Sciences, Natural Sciences, and Technology subdivided under specific subjects such as English Language and Literature and Economics when the collections are sufficiently extensive to justify such subdivisions.

Summarizing Statement

In his summarizing statement concerning the collections of the region the author makes it clear that they are sharply differentiated from those of the Eastern seaboard:

Pacific Northwest libraries have for the most part chosen books with a brief life expectancy. The high proportion of their holdings published in one country in recent decades proves this. Had the books been selected for their continued but limited use, they would more closely approximate the proportions of the world's printed output. Publications from other countries would be much more widely represented. . . . Since the Pacific Northwest is a young region, its

people have acquired little of the wealth required for the building of great libraries and have had little leisure for the scholarship, research, and advanced professional training which would have made great libraries necessary. Remote from the centers in which books are produced and where they accumulate, the region has inherited few books from private and association libraries. Its librarians have selected books with one eye on their budgets and the other on the most pressing demands.

There are exceptions to this broad generalization. While American books published since 1900 are found to be far in the ascendancy, 10 per cent of the holdings are from foreign countries or were published in earlier centuries. Specialized libraries in medicine, law, and a few other fields have acquired many old and foreign publications, and in several instances fairly extensive collections of foreign periodicals are found. In Canadian libraries provincial publications are found in considerable number, as well as British documents and periodicals. The bibliographical holdings of the University of Washington are notable and its collection of Chinese literature would be unusual anywhere.

The usefulness of the survey is obvious. It not only describes the resources of the region, but it reveals specific needs for the future and suggests plans for meeting them satisfactorily. It urges library co-operation and specialization as the most effective means of securing adequate library development for the region and, to secure them, proposes a two-point program of (1) forming library councils consisting of representative libraries and (2) enlisting the interest and support of other groups and organizations through the appointment of consultants to work with the councils.

The volume is published by the Pacific Northwest Library Association and is provided with an extensive, analytical index. Altogether it represents a distinctive achievement for any group of librarians and will inevitably prove of great value to libraries and library users in all parts of the nation.

II

The survey is important not only for the specific purposes for which it was made but also for the attention it calls to the advance which research libraries have made in recent years in the description of their resources and, more important, in the building up of such resources and the facilitation of their use. In fact, the past decade has witnessed a notable development in this general field in which organization, planning, and publication have played notable roles.¹ Problems of library cooperation, consolidation, and specialization have been constantly considered by different groups of librarians and scholars and measures have been adopted which have greatly increased the effectiveness of research libraries in the promotion of instruction and investigation.

The date of the beginnings of this movement naturally cannot be set down with exactness. Possibly one of the first evidences that it had gotten under way was the organization of the Association of Research Libraries at New Orleans in 1932. Papers on special collections in the libraries of the Southeast and Southwest read by Wilson and Downs and E. W. Winkler at the meeting of the Bibliographical Society of America in 1932 and the publication of the fourth edition of A. C. Potter's *Harvard University*;

¹ Much of the material in section II of this paper is taken from "Library Planning, A Working Memorandum," prepared for the A.L.A. by Louis R. Wilson, September 1943.

Descriptive and Historical Notes, may have contributed somewhat to the movement. The joint meeting of the Southeastern and the Southwestern library associations at Memphis in 1943 gave it further impetus through the subcommittee of the A.L.A. Committee on Resources of American Libraries which, at that meeting, projected the compilation of *Resources of Southern Libraries*. The A.L.A. Committee on Public Documents had been active for several years in establishing document centers and the late Robert Binkley was then preparing for the Joint Committee on Materials of the Social Science Research Council and the American Council of Learned Societies his *Manual on Methods of Reproducing Research Materials*. In 1935 David J. Haykin, chairman of the A.L.A. Committee on Resources of American Libraries, prepared a comprehensive report reviewing the activities of libraries in the fields of library cooperation and specialization. At its meeting in the autumn of 1935 the A.L.A. Executive Board emphasized the importance of the work of research libraries and at the Richmond conference in 1936 recommended to the Council the change of the Committee on Resources of American Libraries to a board and the appointment of a new Committee on Photographic Reproduction of Library Materials. Under the auspices of the Committee on Public Documents, of which A. F. Kuhlman was chairman, M. L. Raney organized extensive exhibits on microphotography at the midwinter and annual meetings of the Association in 1935 and 1936 and was made chairman of the new committee at the latter meeting. The Union Catalog project of the Library of Congress, begun in the late 1920's, had been completed, and Biblio-

film Service had been inaugurated in Washington.

Against this sketchy historical background the activities of individual librarians, libraries, groups of libraries, and library and related organizations in the extension of research facilities may be seen somewhat in perspective.

Board on Resources of American Libraries

Since its creation in 1936, the A.L.A. Board on Resources of American Libraries has sponsored the following publications which have dealt with subjects of major interest to research libraries, have developed techniques for listing and describing research materials and compiling union catalogs, and have contributed to the understanding of problems involved in future development: *Report of the Informal Conference on Union Catalogs* (1937); *Resources of Southern Libraries* (1938); *Library Specialization* (1941); *Union Catalogs in the United States* (1942); and *Resources of New York City Libraries* (1942). The last four publications were edited by R. B. Downs, chairman of the board for several years. Among other related publications that supplement this list and present additional illustrations of techniques and procedures are the following: "Leading American Library Collections" (1942) and "Notable Materials Added to American Libraries" for 1939-40, 1940-41, 1941-42, by R. B. Downs; *The Development of University Centers in the South* (1942), edited by A. F. Kuhlman; *College and University Library Consolidations* (1942), by Mildred H. Lowell; "A Report on Certain Collections in the Library of Congress" (1942), by David C. Mearns; and the notable series of studies prepared by the Committees on Public

Documents and on Archives and Libraries. Publications relating specifically to the war effort include *Guide to Library Facilities for National Defense* (1941), edited by Carl L. Cannon, and *Special Library Resources* (1941), edited by Rose Vormelker.

Regional Library Organizations

Five other studies or cooperative enterprises in addition to those of the P.N.L.A. are now under way which relate to the resources of special regions. The first is of the Los Angeles area and includes plans for a union catalog, a description of the library resources of the region, and union lists of periodicals (third edition), bibliographies, manuscripts, and Orientalia (Pacific area). The second, outlined in *North Texas Regional Libraries as a Cooperative Enterprise, a Preliminary Report* (1943), by A. F. Kuhlman, describes the general library facilities of the Dallas-Fort Worth-Denton region and outlines a plan for cooperative development. The third contemplates the publication of a supplement to *Resources of Southern Libraries*. Southern graduate schools and libraries held conferences in 1941 and 1942 in which they discussed problems involving a division of labor in building up materials for advanced study and research and are to hold another conference in 1944. The fourth was made possible through a grant made by the Rockefeller Foundation to the libraries of the University of North Carolina and Duke and Tulane universities for the acquisition of specific types of Hispanic American materials. Each library is to acquire materials in nonoverlapping subjects. The fifth embraces research libraries in New England which have cooperated in providing a joint deposit library for little-used

books and have under consideration other proposals for the development of resources through cooperative agreement.

Association of Research Libraries

The Association of Research Libraries has assumed responsibility for two notable publications. It took over from the American Council of Learned Societies the compilation of the annual list of doctoral dissertations and, after a decade of planning, it has begun the publication of *A Catalog of Books Represented by Library of Congress Cards* which will greatly increase the bibliographical resources of American libraries and stimulate interlibrary lending. This undertaking has involved the cooperation of the Library of Congress, the Rockefeller Foundation, and several hundred libraries. Fifty copies of the *Catalog* have been reserved by the Rockefeller Foundation for foreign libraries. Approximately one hundred research libraries are also cooperating in the extension of the Library of Congress Union Catalog by sending to it cards for all entries in their catalogs not recorded in the printed *Catalog*.

Bibliographical Centers

The work of the Bibliographical Center of the P.N.L.A. has been described above. The Bibliographical Planning Committee of Philadelphia has been responsible for the development of the Philadelphia Union Catalog and the publication of *A Faculty Survey of the University of Pennsylvania Libraries* (1940) and *Philadelphia Libraries, Survey of Facilities, Needs, and Opportunities* (1942). The work of the committee from its beginning has been centered on the facilitation of use of research materials through bibliographical apparatus. The last-mentioned

publication contains chapters on library cooperation, union catalogs, interlibrary loan, and cooperative cataloging. It also describes the work of the bibliographical center, shows how a new library building for the University of Pennsylvania would promote its various bibliographical projects, and discusses plans for improving methods of acquiring and processing research materials.

The Bibliographical Center at Denver has furnished data for recent publications and studies on the services of union catalogs, the interests which patrons represent, the kinds of materials they seek, the importance of bibliographical service in addition to the service of union catalogs, and other related matters. This information is contained in Part II of *Union Catalogs in the United States*, prepared by John P. Stone.

L.C. Experimental Division of Library Cooperation

The Experimental Division of Library Cooperation of the Library of Congress, established in 1940-41 and carried on for a year under a grant from the Carnegie Corporation, was directed by Herbert A. Kellar, one of whose activities was the discussion with librarians and scholars of problems in the field of library cooperation and specialization. In the publication *Memoranda on Library Cooperation* (1941 but not actually published until 1942), Mr. Kellar analyses various problems involved in cooperation and specialization under the following heads: (1) Acquisition, Control, and Mobility of Materials for Research in American Libraries; (2) Processing; (3) Documentary Reproduction; (4) Bibliography; and (5) Union Catalogs. Mr. Kellar stated the objectives of cooperation as follows:

(1) The acquisition of at least one copy somewhere in the country of all books infrequently consulted, at least two copies in strategic centers of all books frequently referred to, and an adequate distribution in every research library of all books constantly used. This general aim should be supplemented by an intense specialization in designated fields of all major research libraries. (2) The location of materials by means of a complete union catalog in the Library of Congress and adequate local, state, and regional union catalogs. (3) The improvement and expansion of library machinery for lending, copying, exchanging, giving, and purchasing desired titles.

The L.C. Librarian's Council

In the spring of 1942 the Librarian of Congress appointed twenty-four librarians, antiquarians, bibliographers, book collectors, biographers, and historians to serve as the Librarian's Council in building up the collections of the Library of Congress. In December 1942 three members of the council of the Library of Congress submitted the following specific proposal to research librarians for criticism and suggestion looking to more effective cooperation by research libraries in securing publications in specific fields essential to the advancement of American scholarship:

(1) At least one copy of every *current* book published anywhere in the world following the effective date of agreement, which might conceivably be of interest to a research worker in America, will be promptly acquired and made available by some subscribing library.

(2) Each book so acquired will be promptly cataloged (if possible by centralized or cooperative cataloging), listed

in the union catalog, and also listed in a new classed union catalog from which subject catalogs of limited fields may be published as demand suggests.

To carry out the scheme a plan for subdividing the general field of knowledge into carefully defined units was to be submitted to the libraries and they were to be requested to indicate the specific fields of interest for which they would assume responsibility for complete coverage. The classification of the Library of Congress would be used as a basis. Subject areas not covered by libraries would be studied and further requests would be made to libraries to assume responsibility for them. A library could withdraw from the agreement upon proper notification, and any institution could acquire a given title if it so desired. The proposal was sent out by K. D. Metcalf, Archibald MacLeish, and Julian P. Boyd, who undertook to secure funds to support it for a period of four years.²

Committee on Archives and Libraries

The A.L.A. Committee on Archives and Libraries has emphasized the purposes, scope of work, and problems of archivists and librarians. It has pointed out the necessity of safeguarding buildings, books, manuscripts, and records from the hazards of war and has suggested measures for minimizing interruption to services. It has reported the exchange of microfilm by some libraries, the moving of materials by others for the purpose of safekeeping, the termination of the Historical Records Survey, and the responsibility which this places upon archivists and librarians for the proper care and listing of archival material. It is interested in new state library and archive programs involving

² For full statement of this project see *College and Research Libraries* 5:105-09, March 1944.

particularly building plans intended to form part of postwar construction budgets.

Committee on Bibliography

The A.L.A. Committee on Bibliography has considered the publication of a manual on the subject of bibliography and has submitted a questionnaire to library school instructors to ascertain their attitude concerning its preparation and use. The committee calls the attention of librarians to the numerous projects which had been carried out through the assistance of W.P.A. and N.Y.A. but which, with the elimination of this aid, libraries would be unable to carry on as formerly. The committee suggests that collections of such materials prepared by the W.P.A. should be located, listed, and their locations reported to the Bibliographical Society of America for the use of scholars and scientific workers. The committee directs attention to the proposal for the publication of a checklist of *Short Title Catalogue of Books in American Libraries* which had to be brought out in tentative form because of interruption by the war.

Much recent bibliographical work has, unfortunately but understandably, been unavailable for publication or even for sharing among libraries. However, the *News Sheet* of the Bibliographical Society of America has listed a number of bibliographies in preparation; *College and Research Libraries* has published occasional notes of the same sort; and the Appendix to A. F. Kuhlman's paper in *The Reference Function of the Library* (1943) gives an extensive list of desiderata in the field of bibliographies, indices, and reference work in general.

American Imprints

A number of checklists of American im-

prints have been issued by the central office and by the states, but there is much yet to be done with the materials. Because of the discontinuance of W.P.A., the editing of the checklists is uncertain. Persons interested in editing the materials, located at the Wisconsin Historical Society Library for the duration of the war, will be given consideration by the Library of Congress to which the material has been consigned for permanent keeping.

Joint Committee on Indexing and Abstracting

The Joint Committee on Indexing and Abstracting in the Major Fields of Research was authorized by the A.L.A. Council in 1941 to formulate a plan for the study and solution of the most pressing problems connected with the publication of index and abstracting services covering the literature of the several scientific, humanistic, social science, learned, professional, and business fields and, if financial support could be obtained, to carry out its plan. The American Association for the Advancement of Science, the American Council of Learned Societies, and the Social Science Research Council have been approached concerning representations on the committee, and a committee has been appointed by the Association of Research Libraries to cooperate with it. A bibliography of reports of similar committees engaged in studying the same problem has been mailed to all members of the committee together with a list of proposed members, suggested definitions of the terms *index*, *abstract*, and *digest service*, and a brief plan for a survey of the whole problem with suggestions concerning ways in which the survey might be carried out. The preliminary work has been carried on at the Uni-

versity of California and could be completed, preferably at a Midwestern or Eastern location, at an estimated cost of fifteen thousand dollars.

Other Organizations and Publications

The decade has witnessed the establishment of other organizations devoted primarily to the development of resources for research and the facilitation of their use. These include the National Archives, the American Association of Archivists, the Association of College and Reference Libraries, the Council of National Library Associations, the Canadian Library Council, the Historical Records Survey, the Survey of Federal Archives, and the Committee on the Conservation of Cultural Resources of the National Resources Planning Board. These organizations have been accompanied by the publication of the *American Archivist*, the *Journal of Documentary Reproduction*, *College and Research Libraries*, and the long list of publications issued in the American Imprint Series, the Historical Records Survey, and the Survey of Federal Archives.

The Library of Congress has likewise emphasized the importance of building up research materials through the appointment of fellows in 1940 and of councilmen in 1942. It has also begun the publication of the *Quarterly Journal of Current Acquisitions*, the function of which is the description of important additions to its collections.

The equipment of extensive laboratories for the photographic reproduction of materials, particularly at Ann Arbor, Cambridge, Chicago, New Haven, New York, and Washington, has played a similar role and has paralleled the publication of union lists of newspapers, manuscripts, foreign documents, and serials which in the course of the years have contributed so greatly to the advancement of the work of scholars.

It is in this growing list of indispensable bibliographical aids and facilities for research that *Resources of Pacific Northwest Libraries* will take an honored place.—Louis R. Wilson, *School of Library Science, University of North Carolina, Chapel Hill.*

Higher Education for Negroes, with Special Reference to Library Service

*The National Survey of the Higher Education of Negroes*¹ fulfills a need in the literature concerned with education and library service. It consists of four volumes which report successively (1) an analysis of the social and economic factors as they relate to the educational needs and problems incident to the Negro's minority status, (2) the extent of educa-

tional facilities available as the result of general studies of colleges for Negroes, (3) an evaluation of the quality of Negro higher education on the basis of an intensive study of twenty-five selected colleges, and (4) a summary which includes implications for war and postwar adjustments and recommendations. If read along with the final report of the most comprehensive study of the Negro in America published under the title *An*

¹*A National Survey of the Higher Education of Negroes*. Washington, U. S. Government Printing Office, 1942-43. 4 vols.

American Dilemma,² the survey furnishes an unexcelled overview of the problems faced by the Negro in developing a system of higher education to improve his status, overcome some of his handicaps, and become integrated more fully into American life.

Higher Education for Negroes Inadequate

The general approach of the survey is sound and the stress upon the socio-economic factors which condition the facilities for the education of Negroes seems wise. With a few exceptions the higher institutions designed especially for Negroes are located in the South, and more Northern Negroes go South for college study than Southern Negroes go North. Hence, most of the education of Negroes is received in that section of the country where educational opportunity is more generally restricted and economic handicaps are borne most heavily. Negro college students are, therefore, suffering not only because of their minority status as defined by a color caste but also because of their geographical location.

The reaches of this situation extend far beyond the Negro and the South, for great migration of white and colored people means that such education as they acquire goes with them and the repercussions are felt throughout the entire nation. With all the progress that Negro education has made since Reconstruction and especially since the survey of Negro education just prior to World War I, facilities are judged very inadequate in all the states where separate schools are maintained. There has been a multiplicity of effort in many places and complete absence of a beginning in others. There

has been a lack of vision coupled with the lack of funds. Where there are such vast needs to be met it is unfortunate that competition and waste are both widespread and obvious. In faculty competence, organization and conditions of service, curriculum and instruction, student personnel, administration, financial support, these institutions are judged poor by the standards of the North Central Association of Colleges and Secondary Schools. Pronounced individual differences, however, were found among the institutions. In fact a few institutions had outstanding facilities and ranked consistently high on the items evaluated. Enough evidence was obtained to warrant the assertion that with money and direction some adequate educational facilities could be developed.

Library Service Restricted

It is not hard to imagine the kind of libraries which are servicing the colleges and communities characterized. Investigations show that cultural and reading restrictions are concomitants of a low economic level. Where there is a low standard of living there will be few books, magazines, public libraries, bookstores, and publishing houses. The Southern region is an excellent demonstration that economic ability is a significant factor in library development, and Negro colleges add further evidence to this generalization. Most Negro college students come from homes of such restricted incomes that the chances of having books and magazines in their homes are limited. The privilege of having access to public libraries is almost nonexistent, while the facilities in elementary, secondary, and collegiate libraries are likely to be exceedingly meager. The fact that these stu-

² Myrdal, Gunnar. *An American Dilemma*. New York City, Harper, 1944. 2 vols.

dents make low scores on tests of general culture, reading comprehension, and general knowledge of the Negro should be no surprise. The Negro college library has inadequate facilities for helping them to overcome their handicaps and for assisting the institutions in developing first-class instruction and research. "Book collections of fifteen thousand volumes, book budgets of four thousand dollars, salary budgets of three thousand dollars, staffs of two or three workers, and one-room libraries do not provide the service needed by colleges and universities." The features in which these libraries are strongest seem to be the collection of basic reference books, the holdings of Negro books, periodicals, and newspapers, and the presence of professionally trained librarians, even though staffs are small.

New Directions Ahead

In the light of the survey, there are several directions in which the Negro college libraries will need to move. In the first place, administrators will need to associate money with libraries. In most instances finances have not been planned and appropriations have been spasmodic. Most of the buildings and book collections have been obtained through grants of the philanthropic boards. Since their incomes are being reduced and the scope of their projects narrowed, other and more regular sources must be canvassed. Federal subsidy seems to be the answer. The American Library Association, which has given support to current proposals for federal aid, can strengthen its support and see that legislation prevents racial discrimination.

Associated with the need of money, which is the crucial problem, is the need for consultation and guidance services. A

strong influence in the relatively good showing of the surveyed libraries in general reference books and professionally trained librarians already mentioned was the Hampton Library School. Through annual field trips, the director diligently and persistently worked with administrators of colleges as well as library school students and graduates, counseled on policies regarding libraries and librarians, and assisted in the selection of books. She took advantage of the college president's desire for accreditation to espouse the importance of library improvement. With changed conditions there is a need for new studies, forceful stimuli, and fresh assistance. In this area the Atlanta University School of Library Service finds an opportunity for expanded service. Its executive has already counseled and assisted a state institution in Alabama in a library program, and many projects are in process. Such services will be necessary if money is to be obtained from state and federal sources and then wisely spent.

A third direction toward which we should be looking is that of securing Negro librarians of higher calibre. The survey stressed the need for developing community programs through which the college may influence and lift the persons residing near its campus. The Negro college library may perform a unique function here. It may have to serve the general public as well as the college clientele. To serve an expanded college and community program a librarian of high mentality and good reading background, and possessing qualities of imagination and leadership, must be available. New developments in the locating of important collections of books, periodicals, pamphlets, and manuscripts; in the sponsoring of forums and discussions; and in con-

tributing bibliographies and reference aid, point to the need for improved personnel to serve persons of all races.

Possibilities and Conditions of Improvement

The National Survey of Higher Education for Negroes is a valuable document; however, there is a lack of consistency in treatment that produces the effect of an incomplete story or a sketchy drawing where desirable details are omitted. The published report, probably the most practical one that could be written at this time, bears testimony to the need for objective, evaluative techniques for education in general and library service in particular. More details would not alter the general picture, showing lack of availability of library services to Negroes. Nevertheless it would have been helpful to have included a more extended investigation of library situations in the third volume devoted to intensive studies. The writer of the chapter on library service in the second volume was conscious of the limitations of his section. It might have been a better contribution to understanding to have made comparisons of the approved Negro colleges with the standards of the North Central Association. Also, an intensive study could possibly have permitted a brief discussion of the library programs of a few advanced colleges, as a basis for showing the possibilities that lie ahead.

The summary volume is a most helpful one, and the chapters that give the implications of war and postwar adjustments and the recommendations are significant contributions to educational policy making and long-range planning. The organization of the recommendations into three major sections according to the groups of

people who could do something about them is timely.

The library must follow the direction in which the college leads. It cannot go beyond the limitations of finances provided, the administrator's policy, and the clientele's ability to profit by the facilities. It is greatly influenced by numerous groups of white people who exert influence through finances, community attitudes, or official position. The report has suggested that the Southern state universities may decide to admit Negroes or may develop regional institutions for them. If either of these alternatives is adopted, most libraries will develop collections for undergraduate use and, under the regional plan, a few institutions may attempt to become real universities. If each state attempts to do graduate work in separate institutions, the libraries will be put in the position of competing and will probably not have sufficient funds for the tasks set for them.

Whatever the decision made, the college must meet the needs of the Negro students who come to it. Serving their needs does not require the setting up of a special type of institution, a special curriculum, a special type of instruction, or a special technique of library service. The point is that education must take into account the past, the present, and the anticipated experiences common to most Negroes, not because of any inherent racial differences, but because of the socio-economic factors governing their lives. Upon the segregated college falls the special responsibility for helping the students to develop resources with which to combat discrimination and the stigma of inferiority. The Negro press in particular has created a literature, principally weekly papers, for identifying, exposing, and fight-

ing racism; and this reading matter is in great demand in the libraries. A few of the colleges are developing special collections and are helping white and colored patrons to obtain reliable and valid information on the race.

Negro education must be made realistic. The library stands in an excellent position to assist the student in obtaining an

understanding of the dual world in which he lives. It can help him to acquire techniques of adjustment and stability in a world based upon caste due to race and color, while he lives at the same time on the threshold of change, ready to cross into new opportunities for freedom and equality.—*Walter G. Daniel, Howard University Library, Washington, D.C.*

Hispanic Source Materials and Research Organizations

Handbook of Hispanic Source Materials and Research Organizations in the United States. Edited by Ronald Hilton. With a foreword by Herbert J. Priestley. Prepared under the auspices of the Bancroft Library. Toronto, University of Toronto Press, 1942. 1 l., xiv, 441p. Lithographed from typescript.

THIS VOLUME records the results of a tour of the United States by Professor Hilton on a Commonwealth Fund fellowship in 1938 and is necessarily to be used with that date in mind. It is a summary of materials relating to the culture and achievements of the Hispanic peoples at home and abroad, in the old world and the new, as found in libraries, museums, private collections in the United States.

Instructive, stimulating, chastening, challenging, it serves as a friendly and experienced guide, sounding a bugle call for thought as to fitting use of the material here recorded.

It brings to mind thoughts of the homeland and of the early cave dwellers with their primitive wall paintings; of the westward movement of venturesome spirits from Phoenicia, *ex oriente lux*; of Hannibal and his legions, of Roman culture spread to the westward; of the Senecas,

Trajan, other worthies from Hispania; of great invasion waves welding those widely scattered blood and linguistic stocks so firmly and so divergently in a combination at once unified and fiercely individualistic; of the struggle for dominance between Mecca and Rome; of the tremendous influence of the victory of Rome as shown in the life and thought, in the buildings and art; of how that new product of the Far East—paper—was first made in Europe at Jativa; of how slow was the progress of printing and the development of native printers; of the stir in youthful blood as the ships of Henry the Navigator drove through uncharted southern seas; of the spread of the peninsular people over the new-found Western World and the whole of Oceanica in that amazing age of discovery; of how Philip the Second and Charles the Fifth ruled and guided and governed so breathtaking a part of the world; of how British and French fought in the peninsula; of the country as a battleground in our own and recent generations; of how a constant scene of pastoral life combined with political and military upheavals to lay before us a tale and record almost without parallel the wide world over; of how commanding are its

figures in literature and art, in craftsmanship and navigation, in the admiration of men of all nations and all times; of a people gentle and cruel, kindly and intolerant, fiercely individualistic and docilely obedient, virile, quick of perception and reaction, at once narrow and cosmic in outlook.

Verily the achievements are great, as also the prospects for the future.

This survey calls for thanks to the fund that made it possible, to the man that carried it through and put the results before us, to the institutions that encouraged and published it.

The Handbook

The emphasis is on the humanities and the arts and social sciences. There are occasional references to the natural sciences but they are far from equal in scope or importance. A supplement is promised, to correct errors in mistaken interpretation, to add new material, and "on the basis of this completed work, a conspectus of the whole field arranged according to subject matter."

The present arrangement is alphabetical by states, Arizona to Wisconsin; followed by "Organizations, etc., without specific location," from "American Historical Association" to "Who's Who in Latin America;" under each state alphabetically according to city or town.

The index gives extensive and satisfactory attention to names of persons and places, touches on some topics, but as a guide to subject matters leaves much to be desired. Basketmakers, for instance, are entered, but not a word for such topics as agriculture, botany, censorship, dances, engraving, finances, folklore or folk art or folk music, graphic arts, the Inquisition, labor, land tenure, mining,

music, navigation, laws, pottery, printing, textiles, race problems, a dozen others that come to mind.

This is not said to complain of the index but rather to call attention to the larger problem the volume poses—namely, the crying need for a study of the source material in this country for research in the whole field of Hispanic life and culture, more especially or more timely in the Latin American field.

This guide is before us. How best is it and the material it records to be used?

It shows plainly and unmistakably how insistent is the demand for a report on and a guide to the guides to and indexes of Hispanic and Latin American material in this country, printed or manuscript.

Good subject guides are available for some libraries, such as the Newberry in Chicago and the public library in New York City. So too guides to particular localities such as the Downs' *Resources of Southern Libraries: A Survey of Facilities for Research* (1938), and *Resources of New York City Libraries* (1942). And Harvard, Cornell, Boston Public, and other libraries have to their credit excellent bulletins, handbooks, catalogs of general and special collections.

Other Sources

The catalogs of the John Carter Brown Library have been a source of help here for a generation and more, so far as printed material is concerned. And in 1928-30 the University of California brought out its two volumes of *Spain and Spanish America in the Libraries of the University of California*, this likewise confined to printed material.

Then we have the *Guide to the Latin American Manuscripts in the University of Texas Library*, compiled by Carlos E.

Castañeda and Jack Autrey Dobbs, issued as Miscellaneous Publications Number 1 of the Committee on Latin American Studies of the American Council of Learned Societies (Cambridge, Harvard University Press, 1939); the various W.P.A. guides to the Mexican pamphlets in the Sutro branch of the California State Library at San Francisco; Manuel S. Cardozo's "Guide to the Manuscripts in the Lima Library, Catholic University of America," Cambridge, 1941 (in *Handbook of Latin American Studies*, No. 6).

The New York Historical Society printed in its *Quarterly Bulletin* for January 1944 a summary of "Latin Americana in the Society's Collections," and but few months before that appeared "Books on Latin America and Its Art in the Metropolitan Museum of Art Library," compiled by John B. Montignani (assistant librarian), a classified arrangement of titles of books in this field as of July 31, 1943.

All most commendable, decidedly encouraging. But the point is that nowhere is there in one single, central place a guide to the printed or manuscript guides and material we now have in such widely scattered form and places.

State the situation, and the need for action is spoken at once. No call for discussion. The need is for action.

Another obvious question rises—namely, "What is to be done with this guide or index once it is fashioned and set before us?"

How can the unexplored and undiscovered sections and corners best be studied?

To a certain extent future studies will depend partly on circumstance, partly on fortunate personal or individual leanings or prejudices or interests, partly on healthy

and commendable curiosity, largely on how intelligently these various interests can be guided and controlled.

Is it too much to expect or to hope that some means may be developed or found to sketch in general outlines some of the regions worthy of exploration? To suggest some of the unanswered questions worthy of consideration by seekers after knowledge, by students of art for art's sake, or even by candidates in quest of higher degrees for material or professional advance?

Is it too much to ask if the scholars and investigators blessed with a record of past performance and with a perspective based on years of trial and error can sketch for the younger generation phases of this opportunity for investigation worthy of their attention?

Some of us hope some such friendly or fatherly advice and leading may be at hand.

And now, for an even more specific question:

Grant that the happy time has arrived when we have before us a satisfactory and comprehensive record of source material in this country, have also an effective and sympathetic and stimulating guidance and control of new fields of exploration and new expeditions into and over those fields. What then? Shall we stop, content to view with pride the new piece of fruit? The answer is plain, but not so simple are the means and methods. How note current activities in these fields, current additions to our stock of knowledge?

If I read it correctly the writing on the wall pleads for joint action, for pooling of information, for systematic announcement of information of this kind by such publications as the *Handbook of Latin American Studies*, the *Hispanic*

American Historical Review, the *Inter-American Bibliographical Review*, the *Revista Hispanica Moderna*, the *Revista Iberoamericana* of the Instituto Internacional de Literatura Iberoamericana, the *Revista Interamericana* of the Instituto de Asuntos Interamericanos, Universidad de Florida, and the other similar publications of the Hispanic peninsula and the Western World.

Comprehensive gathering and systematic publication at regular intervals in one or more journals of this kind will mark a

long stride toward help for research and investigation. It will furnish news about studies in process, about their progress, about the finished results.

It all calls for thought and attention, for the matching of mind with mind. It faced us long ago. The need for solution is now all the more clearly proclaimed by the compilation and appearance of Dr. Hilton's handbook. May action and solution come soon.—*Harry Miller Lydenberg, A.L.A. International Relations Office, Washington, D.C.*

L.C. Subject Headings

Subject Headings Used in the Dictionary Catalogs of the Library of Congress. Fourth edition. Edited by Mary Wilson MacNair. U. S. Government Printing Office, 1943. 2v.

— *Cumulated Supplement, 1941-1943; January 1944 Supplement.* H. W. Wilson Company, 1944. 2 no.

Subject Headings has long been known not only as a guide to the cataloging practice of the Library of Congress but also as a general index to its classification schedules. Publication of the present (fourth) edition, listing subjects and references as of Dec. 31, 1940, is of unusual importance. The first volume conforms to the pattern of previous editions and consists of subjects followed by classification numbers and references to related headings. The second volume lists, for the first time, the "refer from" references under the headings to which they refer. Catalogers have been asking for this special section for many years. It is an invaluable guide and timesaver.

Mary Wilson MacNair, editor of all four editions, has earned the gratitude of

librarians by her devoted labors in this exacting field and by her willingness to take on a heavy additional burden in order to comply with the request of catalogers for the new section. Miss MacNair is known not only for the high quality of her editorial work but also for her impressive contributions to the cataloging of periodicals. Her retirement, recently announced, is a matter of deep regret to the library profession.

Printing of the first edition of the Library of Congress *Subject Headings* was begun in 1909 under the direction of the chief of the Catalog Division, the late James C. M. Hanson, under whose editorship *Catalog Rules, Author and Title Entries* had appeared the previous year. The edition was completed in 1914 under the direction of Charles Martel, who succeeded Mr. Hanson as chief of the Catalog Division; and it was under his supervision that the second edition appeared in 1919, the third in 1928.

David J. Haykin, chief of the Subject Cataloging Division, says in his introduction to the fourth edition:

Whatever measure of logic and consistency has been achieved in the headings is due to the continuity of oral tradition which stems from J. C. M. Hanson, who was chief of the Catalog Division from 1897 to 1910; Charles Martel, chief from 1912 to 1930, and their associates in the Catalog Division; and the occasional written instructions issued by them. The failures in logic and consistency are, of course, due to the fact that headings were adopted in turn as needed and that many minds participated in the choice and establishment of headings.

The eminent scholarship which distinguishes the subjects assigned to the literature of history, philology, and the fine arts reflects the strength of these classes in the Library of Congress. It is open to serious doubt, however, whether the scientific, technical, and industrial headings have kept pace with the development of the United States as a great industrial power.

Examples of the many subjects dating back to the first edition which should be broken up are:

- Cotton growing and manufacture
- Gas manufacture and works
- Paper making and trade
- Textile industry and fabrics

Local subdivisions lend an amusing angle to subjects of the catch-all variety, as in the heading "Cotton growing and manufacture — Great Britain — Lancashire." A divorce of plantation from mill is advised in this case. The awkward combination is also a source of confusion in the choice of direct or indirect local subdivision, since "Cotton growing" calls for indirect subdivision, "Cotton manufacture" for direct.

The National Advisory Committee for Aeronautics adopted the term "Airplanes" in 1917; *Industrial Arts Index* followed in 1919; *Engineering Index*, in

1921; and I note the spelling "Airplanes" in the *Aeronautical Index* for 1939, compiled by the Division of Aeronautics, Library of Congress, and published in 1943 by the Institute of the Aeronautical Sciences. "Aeroplanes" is still used in the present edition of *Subject Headings*. The old spelling recalls the days when the roar of the mail plane overhead brought children's excited shouts of "Oh, Mother! The air-y-o-plane!" Their elders were not guiltless of transposing the letters of "aeroplane." There were even those who said "a-er-y-o-plane" in a determined though slightly confused effort to do their duty by that queer *e*.

In my opinion, the Library of Congress heading "Propellers, Aerial" (TL705-708) should be changed to "Airplane propellers" (or "Airplanes—Propellers"), and references from "Aerial propellers," "Air propellers," "Air-ships," and "Flying-machines" canceled.

The heading "Cracking process" in the January 1944 supplement raises the question as to why this material is being separated from its main subjects. Since 1916 *Chemical Abstracts* has used "Cracking" subheads under the three subjects "Petroleum refining," "Hydrocarbons," and "Gasoline manufacture." (The subheads first appeared under "Petroleum refining" in 1909; under "Hydrocarbons," in 1913.) Chemists and engineers look for material on the cracking process under these subjects.

"Offset printing" is another example of separation of material from the subject with which it is associated. "Printing, Offset" is used by *Chemical Abstracts*, *Engineering Index*, and *Industrial Arts Index*.

The subject "Heating, Hot-air" appears in the fourth edition. "Why 'Hot-

air," asks an authority, "when it is always called 'warm air'?"

The subjects "Psychiatry" and "Pediatrics" have not yet been adopted. The old heading "Children—Employment" is still used for child labor; "Employers' liability," for workmen's compensation; "Hygiene, Public," for public health; "Domestic economy," for home economics; "Steam-boilers—Incrustations," for boiler scale.

The simple term, not the involved, is the one that becomes established in American usage. There can be no question as to choice between the library of the Department of Labor heading "Labor, Compulsory" and the Library of Congress subject "Service, Compulsory non-military." (The Library of Congress does not refer from "Labor, Compulsory.")

"Science is exact. Industry is exacting," said E. J. Crane,¹ editor of *Chemical Abstracts*, in an address delivered after receiving the Chemical Industry Medal on Nov. 5, 1937. In the course of the address he told of the matters which the Nomenclature Committee of the American Chemical Society took into consideration in its recommendations for names of deuterium compounds. On the basis of the committee's report, *Chemical Abstracts* adopted the subject "Water, Heavy" for deuterium oxide. *Industrial Arts Index*, which follows the Library of Congress practice of using subdivisions under subjects as well as inversions, adopted "Water—Heavy water," placing the subject in its proper alphabet in the company of "Water—Bacteriology and Water—

Composition," rather than with the group including "Water, Underground." A reference should be made, however, from "Water, Heavy," the term under which it appears in several scientific sources. The Library of Congress has adopted the subject "Deuterium oxide" and refers to it from "Water, Heavy" but not from "Water—Heavy water."

Again, in his introduction to the 1942 subject index to *Chemical Abstracts*, Mr. Crane² outlines his general policy: "The indexing of subjects, as opposed to word indexing, has been emphasized. This avoids omissions, scattering, and unnecessary entries." . . . "For insects our authority has been *Common Names of Insects Approved by the American Association of Economic Entomologists*. For bacteria the classification given in Bergey's *Manual of Determinative Bacteriology*, fifth edition, has been followed as far as possible, with numerous cross references. . . . *Engineering Alloys* by Norman E. Woldman and Albert J. Dornblatt (American Society for Metals, 1936) has been used for reference."

The nomenclature of *Chemical Abstracts*, *Quarterly Cumulative Index Medicus*, *Engineering Index*, *Industrial Arts Index*, *International Index*, and *Agricultural Index* cannot be ignored when new scientific, technical, and industrial subjects are being formulated or old ones revised. If the scientist and engineer are not to find the library catalog speaking an alien language, its subject headings must not disregard their terminology.—*Helen K. Starr, James Jerome Hill Reference Library, Saint Paul.*

¹ Crane, E. J. "Words and Sentences in Science and Industry." *Chemistry and Industry* 56:1105-08, Dec. 11, 1937.

² Crane, E. J. "Introduction to Subject Index, 1942." *Chemical Abstracts* 36:7763, 7769.

A University's Specifications

UNDOUBTEDLY some of the readers of *College and Research Libraries* have seen the following statement, which was sent out in 1943 by a Midwestern university when search was being begun for a head librarian.

Such definitions are so unusual, however,

that consent was secured from the president of the university to print this one. It is reproduced in its essentials, there being omitted only a few items which are local or concern the inquiry as it was being made at the moment.—ED.

Qualifications and Duties of the University Librarian

Qualifications

The university librarian, known as the head librarian, should possess the following qualifications:

1. He should be a man not over forty years of age.
2. He should be a person who envisages the service the library can give to a growing institution.
3. He should be a person who knows the whole library program and its problems and has ability to manage and direct the work of the library and its divisions through the cooperation of his assistants.
4. He must be a personable person; one who appreciates fully the service a library should render to students and teachers; who understands teachers and students; who has the spirit of the teacher and the ability to function as a teacher; who has a genuine interest in the problems and needs of other individuals who must be served by the library; who is friendly without being officious, sympathetic without being emotional, understanding without being self-conscious, intelligent without being pedantic; and who has self-control and tact.
5. He must by general academic background and training be worthy of comparable status with other members of the

faculty. This training must include the bachelor's degree, but a higher degree is preferable. He should have good sound scholarly training in the liberal arts and sciences with a concentration in some subject matter field.

In addition to the above-mentioned general training he must have professional training at least to the level of a master's degree in library science. He should have abilities to acquire a training to the level of the doctorate in this field.

6. He must have had in addition to the above-mentioned training at least two years of successful professional experience in the management and direction of a library in an institution of higher learning.

Duties

1. Being directly responsible to the president of the university, he shall administer the main library and supervise the divisional libraries of the university and perform such other duties generally assigned to that officer.

2. The librarian shall make recommendations to the president of the university in regard to appointments, promotions, and dismissals of members of the library staffs, the selections of books for the main

library, and the budget. In the case of divisional libraries, the university librarian shall supervise the librarian of these divisions and consult with the dean of the division before reports and recommendations shall be made about the library of his division.

3. He shall serve as a member ex officio of the committee on library service.

4. In consultation with the committee on library service, which shall act in an advisory capacity, the librarian shall make rules and regulations for use of the library. These rules and regulations are subject to the approval of the faculty and the president of the university.

5. He shall enforce all library regulations according to the procedure set forth for their execution.

6. All purchases of books, magazines, papers, etc., for the main library shall be approved by him. He may call upon the committee on library service for assistance in making selections.

7. He shall present an annual report to the president of the university relating to the library service, with such recommendations and information as may be pertinent.

8. He shall serve the university as head of the department of library science (should such a department be established) in the university. In this case he shall serve under the direct supervision of the dean of the college in which the department is placed or under the president of the university should it be organized and established as a separate division of the university.

The university librarian in Lincoln University shall be a member of the faculty and in this position he shall have the same opportunities for study and advancement and welfare considerations as other members of the faculty. The salary for this position shall be considered at the level of other faculty members whose training and experience are comparable.

John Edward Goodwin

IF I HAD TO DOCUMENT this biographic sketch I would have to begin with an old photograph of John E. Goodwin, the late Maurice H. Avery, and the writer, taken at Albany in the fall of 1903. We were coyly seated on a sofa with our legs stretched out in front so that the soles of our shoes loomed large in comparison with our faces in the background. This was considered very funny at the time. A few weeks before, shortly after the opening of the term at the New York State Library School, I had been approached by a tall, slender, serious young man of about twenty-six or twenty-seven who told me in no more words than were necessary that he had an option on a couple of well-furnished rooms about a mile away from the Capitol and that if three of us could get together we could split the twelve-dollar-a-month rent so that we would have for four dollars better quarters than our separate hall bedrooms for which we were paying five dollars monthly.

I already knew the young man to be John Goodwin, that he was a graduate of the University of Wisconsin, and later I learned that he had been working at the Madison Public Library, fortunately under the dynamic Cornelia Marvin, who later became Oregon state librarian and married the governor. I also learned that he was born and raised on a Wisconsin farm and that his forebears were English, both important, as between them they probably were somewhat responsible for his general handiness and capability, his natural dignity, his conservatism, his reticence, and his characteristics as an administrator and builder. We lived



JOHN EDWARD GOODWIN

together for the college year of 1903-04, sharing a large front room with Brussels carpet, lace curtains, and crystal chandeliers—"our study" and also Goodwin's sleeping quarters, not merely by right of discovery, but because he was the only one of the trio with the neatness and orderly habits essential to such luxury. Avery and I slept in simple surroundings upstairs.

During that year Goodwin was the balance wheel and the respectable front of the trio. These were the late years of Melvil Dewey and Mrs. Fairchild, when the factors of inspiration were about equaled by those of irritation, a time when officially there was only Miss Sanderson

to connect the Olympians with the lowly student, a time when library truth was supposed to have been ascertained and all that was necessary was the propagation of the faith. It was not then the happiest place for those with too inquiring minds or heretical views and some of us needed restraint in our desire to tell the world how we felt. During that year Goodwin had been singularly aloof to the attractions of his fellow students and noticeably had never wandered into the happy hunting ground of the home education department. When he returned for his second year the reason became evident: he had married a Wisconsin fellow student, Jeanette Storms, who proved to be not only just what he needed but also the perfect wife for a man in university life.

As I did not return to Albany for a second year I only learned a year later that Goodwin had gone to the Stanford University Library in 1905, where as assistant librarian his main job was in charge of all circulation services. Three years later through his good offices I was invited to Stanford as head of the order department and our close personal relations were renewed, for I was then unmarried and glad to have a room in his home. Life was very simple and very democratic in those days in California on the "Stanford Farm" under the great David Starr Jordan. There was a faculty baseball team of which Jack Goodwin was the catcher. I often went to see it in action, working out the varsity team and quite occasionally trimming it. The catcher's steadiness in handling wild but occasionally very effective former star pitchers and in fielding the ball to First Baseman (President) Jordan, then rather heavy and no longer agile, were very important, and Goodwin had just that quality. I then learned also

of his hobby of cabinet work. Much of his spare time he put in making fine furniture from old walnut beds or other pieces he picked up at second hand. This interest in and knowledge of furniture was of real value when he had the job of furnishing two university libraries, those of Texas and U.C.L.A., and his skill was continually being shown in the design of gadgets and specifically in the provision of necessarily inexpensive filing drawers for L.C. cards in his early days at Los Angeles. While at Stanford Goodwin was acquiring administrative experience and learning how to handle both his public and his assistants with the minimum of fuss and friction. When he left Stanford at the end of 1911 there remained so good an impression of him and his work there that in 1927 he had an opportunity to return as head librarian. However, he preferred the more strenuous but more interesting problems as head at U.C.L.A.

In February 1912 he began a slightly more than ten-year period as librarian of the University of Texas. During that time I saw him only once or twice on short visits to California. I remember discussion of his problems there, particularly of the building situation. He had inherited a quite new and lovely little building, a Georgian gem so placed that it was almost impossible to enlarge it—this in a growing state university in the largest state in the Union. When Goodwin came to Texas the collection numbered 74,274 volumes and the increase had recently been around 5000 yearly. When he left in September 1923, the growth had increased to a rate of 20,000 a year and the total was 250,675, about 50,000 volumes more than the new library was supposed to house.

During his administration so many out-

standing special collections were added that the University of Texas Library became nationally noticeable. Among these were the Littlefield Southern History Collection, a great special library, toward the development of which Goodwin used his quiet informative and persuasive tactics on its founder and supporter, the late Major George W. Littlefield. Other notable collections added were the fine Genaro Garcia Library of Mexican materials, the Wrenn Library in English Literature, the Aitken Library, and the Bieber Collections.

In September 1919 a school of library science was started in the college of arts and sciences and for the six years of its existence Goodwin was its chairman. In spite of its important contribution of training library workers for the state, Governor "Ma" Ferguson killed it off by bluepenciling its appropriation while engaged in the feud with the university which made service rather discouraging there for sometime. Goodwin was also a member of the state board of library examiners. In 1923 he resigned to go to U.C.L.A. His immediate successor, E. W. Winkler, to whom I am indebted for data on his Texas period, writes me: "One of the attractions California held out to Mr. Goodwin was little library and no building—perhaps, no staff, no ex officio duties, no library school also. Their many friends in Austin regretted to see the Goodwins go."

Goodwin has told me that I was responsible for his return to California, that when he had the U.C.L.A. offer I wrote him a letter foretelling such possibilities and such growth for its library that he was persuaded to go there. He had already spent several years in California, was therefore almost a Californian,

and Californians really believe each other when they talk about their state; they are like that. Why, becomes evident in the growth of U.C.L.A. and its library from 1923 to 1944, the period of Goodwin's administration. He came to a library of about 40,000 volumes, catering to a liberal arts college emerging from its former state as a teachers college and junior college. It was still housed in a small building on the old Los Angeles Teachers College campus. The library staff numbered fourteen including the librarian. Now in 1944 he heads an organization of fifty members and the library contains 451,100 volumes and will soon reach the half million mark at the present rate of growth. It has, moreover, become under his guidance, as did Texas, a library for scholarship and research with again its well-rounded growth supplemented by several important special collections, notably the library of John Fiske, the historian, and the Friedrich Kluge philology library, both gifts of local benefactors; the Louis Havet classical collection; the library of Arthur Chuquet in modern European history; and the library of Robert Ernest Cowan, 3000 books and 5500 pamphlets of Californiana. Several special collections in the Scandinavian field and in linguistics, the latter bought in cooperation with the University of California at Berkeley, have also been added.

A new university library building was planned and erected on the new campus in his first decade at U.C.L.A. Following the plan which was then almost traditional—Goodwin is no revolutionary—it has most of the good features of the contemporary buildings at Northwestern and at the University of Rochester, with as much elasticity and room for expansion as any. As the architect who designed it

was also responsible for the San Francisco Public Library, it looks as if Goodwin did a first-class job of orientation for him.

While I seem to have emphasized his characteristics as a pioneer and builder, this sketch would be quite incomplete without reference to his characteristics as an administrator. We both served under the late George T. Clark, librarian of Stanford University, and had opportunity to observe his ways and learn something of his wisdom. As a head librarian Goodwin has shown the same characteristics, subordination of all extraneous interests to his job and constant attention to it, even a disinclination to leave it to anyone else for any length of time. His ideal seems to be that of a fine, well-balanced team under one leader with opportunity for all within it but little encouragement for anyone considered too keen on individualism, even if that may mean overlooking exceptional capacities. Caution in adding to the staff and careful consideration of all personnel problems, great patience and

kindliness combined with the courage to make difficult decisions when necessary, are other characteristics which have combined to make the U.C.L.A. library a place where there are more happy and satisfied librarians than on the staff of some more exciting places.

Like some rather quiet and not particularly articulate men he is more observant than is often supposed and has shown shrewdness and insight in his dealing with people. He has a quiet but pungent sense of humor. When someone told him that I had injured my wrist in a fall over a church step in Chicago, he remarked that I had better go to church more often or stay away altogether. Goodwin is an excellent example of a man who has accepted certain limitations, indifferent health through much of his professional life, no particular aptitude for active participation in mass affairs, but who has so concentrated on the job for which he was fitted that he has rendered fine service wherever he has been.

SYDNEY B. MITCHELL

STEPHEN A. MCCARTHY
Assistant Director, General Ad-
ministration, Columbia Univer-
sity Libraries
March 1, 1944



HARRIET DOROTHEA MACPHERSON
Librarian, Smith College
September 1, 1943



FRANK A. LUNDY
Director of University Libraries,
University of Nebraska
Summer 1944



JENS NYHOLM
University Librarian,
Northwestern University
September 1, 1944

EUGENE H. WILSON
Director of Libraries,
University of Colorado
December 10, 1943



RALPH E. ELLSWORTH
Director of Libraries and
Professor of Librarianship,
University of Iowa
December 1, 1943



ARNA BONTEMPS
Librarian, Fisk University
July 1, 1943

Appointments to College and University Library Positions, 1943-44

THE LAST ACADEMIC YEAR has brought several changes in college and university library administrative positions. Readers of *College and Research Libraries* have been informed about some of these appointments. The following information will supplement that provided in earlier issues and will, it is believed, be welcomed especially at a time when regular library meetings are not being held.

Stephen A. McCarthy advanced to a newly-created assistant directorship of the Columbia University Libraries on March 1. He left the University of Nebraska, his proving ground as an administrator, where he had advanced from assistant director of libraries in 1937 to associate director in 1941 to director in 1942, serving in the latter capacity until he went to Columbia. While sharing the problems of the general administration of the library in the years 1937-41, Dr. McCarthy served also as the head of the cataloging department and supervisor of the technical departments. After assuming the directorship, the connection with the technical department was continued, although it was not as close as in the earlier years, except for the order department. As director, Dr. McCarthy concentrated on the development and direction of the purchasing program of the library, including book selection, and the status and management of the library staff were put into effect in 1942 and 1943. He was active in library affairs of the state, serving as president of the Nebraska Library Association in 1939-40, and was primarily instrumental, in cooperation with the Ne-

braska State Library Commission, in the planning and completion of the "Union Catalog for Nebraska Libraries," which is housed in the state capitol with the library commission.

McCarthy is succeeded at Nebraska by Frank A. Lundy, a graduate in the humanities of Stanford University. Mr. Lundy has since devoted four years to graduate study in librarianship, two in the School of Librarianship at the University of California and two as a fellow in the Graduate Library School at the University of Chicago. His professional studies were supplemented by a wide selection of courses in the social sciences.

His experience of approximately twelve years in the universities of California (Berkeley and Los Angeles), Arizona, and Illinois, includes reference work in both general and scientific fields, the cataloging of rare books at the William Andrews Clark Memorial Library, circulation work, and book buying, the latter as assistant in and, later, as head of the accessions department of the University of California Library. He also worked two years with the library committee at the latter institution in developing the research collections and, more recently, taught courses in book buying and advanced reference at the University of Illinois Library School.

Mr. Lundy's doctoral dissertation, now in preparation, concerns personnel administration in university libraries.

The new Director of Libraries of the State University of Iowa, Ralph E. Ellsworth, came from the University of Colo-

rado where he concentrated attention on improving the services of the university library through a new building, on library use, on staff development, and on problems of education and library cooperation which reached beyond a single campus. (See *College and Research Libraries*, June 1943, pages 233-39.)

The new building planned on the subject divisional basis has been widely discussed in library literature. When Dr. Ellsworth went to Colorado in 1937 there was only one library school graduate on the staff. When he left a substantial percentage of the staff were professional and many had master's degrees in addition. Faculty status had been secured for a number of the staff. Through the medium of an elected staff committee which concerned itself with major questions of policy, with tenure, promotion, and dismissals, a democratic system of administering the library was developed.

Ellsworth was succeeded at Colorado by Eugene H. Wilson, who went to the U.S. Department of Agriculture Library primarily to organize and coordinate the work of the division of technical processes which had been set up in the process of consolidating the U.S.D.A. Library. He was there only eleven months before the University of Colorado claimed his services.

Before going to Smith College as librarian at the beginning of the academic year, Harriet D. MacPherson had spent several years, pleasantly remembered by her students and colleagues, as a member of the faculty of the School of Library Service, Columbia University. After graduating from Wellesley College and securing her master's degree from the Library School of the New York Public Library, she continued her studies at Co-

lumbia University where she received the degree of doctor of philosophy in 1929 in French literature. After several years' experience in the cataloging department of the Columbia University Libraries and of the library of the College of the City of New York, she began her teaching in 1927 as part-time instructor and in 1930 became a full-time member of the faculty. Her writings are divided between literary subjects and professional subjects.

Prior to going to Fisk University as librarian, Arna Bontemps spent some time in study at the Graduate Library School of the University of Chicago, but he is to date best known to American librarians as a widely-read Negro author. He has acquainted himself at first hand with problems of education through teaching in private schools, in Oakwood Junior College, Huntsville, Ala., and in Shiloh Academy, Chicago.

The new librarian of Northwestern, Jens Nyholm, was made assistant librarian of the University of California in 1939. In that post he sought a close integration of the library's acquisition and processing units (the accessions department, the division of gifts and exchanges, the binding section, and the cataloging department), improvement of the internal organization of the processing units, and streamlining their procedures. He studied reader reaction to the catalog, the usefulness of which was improved through the initiation of a catalog advisory service aimed at bridging the gap between the users and the makers of the catalog. All the while he took a lively personal interest, and stimulated a like interest on the part of the members of his staff, in new developments in cataloging. He has been and remains especially interested in improving cooperative cataloging.

Summer Quarter Program at the Graduate Library School

THE GRADUATE LIBRARY SCHOOL of the University of Chicago in its program for the summer quarter, 1944, will emphasize several special features in addition to twenty advanced courses in its A.M. and Ph.D. programs and a group of courses in its basic professional curriculum leading to the bachelor of library science degree.

Of interest to school librarians and teacher-librarians will be the Workshop for School Librarians, directed by Mildred L. Batchelder, chief of the School and Children's Library Division of the American Library Association, from June 19 to July 29. The librarians will focus their attention on special projects connected with their own work, but the library workshop will be closely integrated with the workshops in elementary and secondary education conducted by the department of education.

For public librarians, an intensive refresher course on "The Public Library after the War" is scheduled for the three weeks beginning July 31. In a series of fifteen discussion periods, combined with readings and special assignments, the faculty of the school will present the most recent methods and plans in public library administration and service. Each registrant will develop a postwar plan for his own library.

"Library Extension" will be the general subject of the ninth institute conducted by the Graduate Library School during the week of Aug. 21-26, 1944. The central purpose of the program will be to propose working plans for extending the areas, enlarging the units, and improv-

ing the patterns of library service after the war. Speakers will include both library leaders and specialists in government, education, and the general extension field. Among the topics to be considered are: state and federal aid, the state library agency, patterns of local government and library organization, contracts for library service, library cooperation, and book-mobile service. In connection with the institute, a full-time three-week course on "Larger Units of Library Service" will be given during the period August 21 to September 9. This will follow the lectures of the institute with two weeks of special study of methods of extending the size and effectiveness of library units.

The first group of courses in a three-summer cycle in which the program for the bachelor of library science degree may be completed will also be offered. Further information is available from the school.

Four scholarships, two for full-tuition and two for half-tuition, will be offered in the academic year 1944-45 to students in the bachelor of library science curriculum. Applications may be made by students with four years of successful college work who are eligible for a one-year program of professional study. Applications may also be made by students with two years of successful college work who are eligible for a three-year program combining study in general college subjects and librarianship. Applications must be filed by June 15, 1944; forms may be obtained by writing the Graduate Library School, University of Chicago.

East

The Library of Congress has received as a gift from

the author's brother, Ivor S. Roberts, a collection of manuscripts, printer's copies, discarded material, and other literary remains of Elizabeth Madox Roberts, Kentucky-born poet and novelist.

Yale University Library, James T. Babb, acting librarian, has received as a gift Sara Teasdale's diary of her first trip abroad in 1905 and six notebooks containing all of the poems she wrote from 1911 until her death. These have come as a gift of Margaret Conklin, literary executrix for Sara Teasdale.

The papers of Sir Wilfred Grenfell have been presented to Yale University Library by Wilfred Grenfell, Jr.

The Sholem Asch collection of Hebrew and Yiddish books and scrolls, together with the manuscripts of his own writings and much of his correspondence with his contemporaries, has been presented to Yale University Library by Louis M. Rabinowitz.

The American Board of Commissioners for Foreign Missions has deposited its archives in the Harvard College Library. The collection includes, in addition to the correspondence of the secretariat of the board, logs of vessels it owned and many examples of early ephemeral printing. Also included is much important material on Indians of the American West. There are over one hundred thousand documents for the period prior to 1860.

The annual meeting of the New England college libraries will be held at Wellesley College, June 10-13. Rooms and meals will be available on the Wellesley campus for those who attend.

Jennie D. Lindquist, of the staff of the University of New Hampshire Library,

News from

is conducting a series of radio broadcasts, "Good Books for Boys and Girls," under the extension division of the university.

South

Emory University Library, Margaret Jemison, librarian,

announces that with the publication of the *Autobiography of Joseph Addison Turner*, 1826-68, the first series of Sources and Reprints was completed. This series was inaugurated by Emory University Library early in 1943 and is being continued.

The Fisk University Library, Arna Bontemps, librarian, has received as a gift the George Gershwin Memorial Collection of Music and Musical Literature, founded by Carl Van Vechten. The collection, including the personal library of Mr. Van Vechten, consists of books on music, published music, manuscripts, letters, phonograph records, and an important series of photographs of musicians (both white and colored), scrapbooks, and other miscellaneous items.

The University of Kentucky Library, Margaret I. King, librarian, is the recipient of the 652-volume library of the late Cale Young Rice, Kentucky poet. The library has also acquired a file of *Stars and Stripes* and a collection of ancient Roman coins.

A special appropriation of \$200,000 for library purchases was authorized by the Board of Supervisors of Louisiana State University at the session which closed Feb. 12, 1944. This appropriation was granted by the board in answer to a special request from the university library committee based upon a survey of needs and of materials available under present conditions.

the Field

Of this amount \$127,000 was earmarked for the Hill Memorial Library of Louisiana State University.

Middle West Indiana University Library has purchased a collection of seven hundred pamphlets dealing with the origins of the Revolutionary War. The collection was started in the middle of the last century by Henry Stevens and continued by his successors. It is particularly strong in English and continental imprints.

In January 1944 the University of Illinois Library, R. B. Downs, director, discontinued indefinite loans of books. The plan now in effect provides a printed faculty call slip on which a faculty member will indicate the probable date he expects to complete his use of the book. On that date a reminder will be sent if the book has not been returned. An extension of time will be granted if needed. The purpose of the new plan is to facilitate library service on the campus and to increase the availability of books and periodicals.

A Friends of the Library organization of Michigan State College has been announced. Jackson E. Towne, librarian, is secretary of the organization. The first number of its official publication, *Friends of the Library News*, was issued in December 1943. Life membership is \$100; annual dues, \$3.

The staffs of the Kellogg Library and the library school of the Kansas State Teachers College, Emporia, in cooperation with the Kansas Library Association, are planning an in-service library institute

to be held in Emporia, June 13-16, 1944. The institute is designed to be of special benefit to librarians of small public libraries and of school libraries in rural areas.

The University of Iowa Library, Ralph E. Ellsworth, director, has acquired a music collection of approximately 1200 volumes which was assembled by Sherwood Kains, director of music, University of Cincinnati. The collection includes the Bach Gesellschaft edition of the complete works of Johann Sebastian Bach in forty-seven volumes and several hundred orchestral and vocal scores of the past two hundred years.

Indiana University Library, Robert A. Miller, director, has completed an arrangement which will bring to the university the fine Wordsworth and Coleridge library of O. L. Watkins of Indianapolis.

West On the seventy-fifth anniversary of Oregon State College, Corvallis, Lucy M. Lewis, librarian, the Friends of the Library of Oregon State College was started. To date there are sixty-three paid-up members, and gifts to the amount of over three hundred dollars have been received and turned over to the college library.

The Huntington Library has received a grant of fifty thousand dollars from the Rockefeller Foundation to be expended in support of the program for regional studies of the Southwest. The project will be carried on under the supervision of Robert Grass Cleland, historian of California and the American Southwest and member of the library's research staff.

Four grants covering one half of the tuition charges in return for library service are available to librarians at the summer

session at Mills College this summer. The session runs from the 30th of June to the 6th of August and includes a varied program in art, music, language, etc. Among the opportunities are three language houses, *Casa Panamerica*, *Chung Kuo Yuan*, and *La Maison Française*. For detailed information write to Helen Blasdale, acting librarian, Mills College, Oakland 13.

The Lou Henry Hoover Memorial Fund of the Hoover Library on War, Revolution, and Peace at Stanford University has been established as a memorial to Mrs. Hoover.

The Claremont Colleges Library, Willis H. Kerr, librarian, published in March a series of checklists representing the Pacific area holdings of the Oriental Library at Claremont and other libraries in the region. These checklists appear in three volumes and include books in Western languages, periodicals and serials, and books in Chinese and Japanese languages.

Mark H. S. Personnel Tseng, who has been cataloger and bibliographer for the Oriental Library at Claremont Colleges Library under a grant from the Rockefeller Foundation, is now a bibliographer in the Stanford University library.

Edward Heiliger, formerly reference librarian at Wayne University, Detroit, is the director of the Biblioteca Americana at Managua, Nicaragua.

Donald E. Strout, formerly documents librarian, Indiana University, began his new duties as a member of the faculty of the University of Minnesota Library

School in January.

Zelma Smith, librarian, McPherson College, resigned June 1 to be married. Virginia Harris, a graduate of McPherson College, has been made librarian for the coming school year.

Marybelle McClelland, formerly of the reference department, has succeeded Anne Stuart Duncan as librarian of the Iowa State Teachers College. Miss Duncan retired Sept. 1, 1943.

Walter M. Wright, formerly librarian of the Harvard Club in New York City, is now general assistant in the library of Johns Hopkins University.

Lawrence Clark Powell has been appointed librarian of the William Andrews Clark Memorial Library of the University of California at Los Angeles, succeeding Cora Sanders who was librarian for thirty years.

Frances Kemp has become librarian of Reed College, Portland, Ore. She was formerly librarian of Lake Erie College, Painesville, Ohio.

Mrs. A. B. Dabney, University of Kentucky, has succeeded Mrs. Sue Alexander as librarian of Ashland Junior College, Ashland, Ky.

Dan M. King, formerly museum librarian, has been appointed acting librarian of the Cooper Union Library to succeed David K. Maxfield, acting librarian since August 1943, who has gone into the armed services.

Sister Stella Marie Fleming is now librarian of Saint Catherine Junior College, St. Catherine, Ky.

Evyline Devary has been made librarian of Kentucky Wesleyan College, Winchester.

Association of College and Reference Librarians

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The present officers of sections, by request of the A.C.R.L. Board of Directors, will continue in office during the war emergency.

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Secretary: Mary H. Clay, Junior College Division Library, Louisiana State University, Monroe

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Association of College and Reference Libraries Officers for 1943-44

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